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ABSTRACT

An action research project described an implementation of vocabulary strategies designed to increase reading comprehension. The targeted population consisted of inner city elementary students located in central Illinois. Research shows that some children from low-income environments have below average reading abilities. Analysis of probable cause data revealed that students were failing to meet their optimal levels of reading performance. Students needed to increase the number of words that they read and understood automatically to increase reading comprehension. Prior knowledge and interest in the topic affects students' comprehension of the text. Difficult vocabulary affects reading comprehension. Some urban children lack reading materials that relate to their background. Failure in reading causes failure in school. A review of solution strategies suggested by experts, combined with an analysis of the problem setting, resulted in the selection of the following intervention: improving students' knowledge of vocabulary to increase reading comprehension by using graphs, charts, games, journals, and portfolios. (Contains 26 references and six charts and 12 graphs of data. Appendixes contain survey instruments, consent forms, and numerous pre and post tests.) (Author/RS)

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ED 420 051

IMPROVING READING COMPREHENSION THROUGH VOCABULARY

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An Action Research Project Submitted to the Graduate Faculty of the School of Education in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Teaching and Leadership

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Abstract

This report describes an implementation of vocabulary strategies designed to increase reading comprehension. The targeted population consists of inner city elementary students located in central Illinois. Research shows that some children from low-income environments have below average reading abilities.

Analysis of probable cause data revealed that students are failing to meet their optimal levels of reading performance. Students need to increase the number of words that they can read and understand automatically in order to increase reading comprehension. Prior knowledge and interest in the topic affects students' comprehension of the text. Difficult vocabulary affects reading comprehension. Some urban children lack reading materials that relate to their background. Failure in reading causes failure in school.

A review of solution strategies suggested by experts, combined with an analysis of the problem setting, resulted in the selection of the following intervention: improving students' knowledge of vocabulary to increase reading comprehension by using graphs, charts, games, journals, and portfolios.

CHAPTER 1

PROBLEM STATEMENT AND CONTENT

Problem Statement

The students of the targeted elementary population exhibit a lack of vocabulary development as demonstrated by standardized tests, teacher observations, portfolios, and student journal entries. Vocabulary scores correlate with reading comprehension and intervention in this area is likely to have positive influence on overall comprehension scores.

Immediate Problem Context

This action research project takes place in one primary school, in the inner city, of a midwestern city. The targeted classrooms will be identified as A, B, and C. Classrooms A and B serve children with learning disabilities/behavior disorders and those who are educable mentally handicapped in a self-contained setting. Room A is a second/third grade room. Room B is a third/fourth grade room. Classroom C is a fourth grade regular division room with 23 students.

This study will be conducted in a pre-kindergarten through fourth grade school. The original three-story brick structure was built in 1924. A two-story twelve room addition was constructed in 1958 to increase student enrollment to 725 kindergarten through eighth grade students. This figure is based on an occupancy of 30 students per room. In the fall of 1985 the district reorganized the make-up of elementary schools. The buildings were changed to pre-kindergarten through fourth grade (primary schools) and fifth through eighth grade (middle schools). All of the hallways and rooms in the new addition have tiled floors. The remaining rooms have wooden floors and high ceilings. The gymnasium also serves as a lunchroom and an auditorium. The library is the only carpeted room in the building. The office and the teachers' lounge are the only air-conditioned areas. All the rooms have windows for ventilation. All classrooms are occupied, therefore special education staff meetings, grade level meetings, and other small group meetings are held in the boiler room. The asphalt playground is fenced with a small wood chip covered area that contains a jungle gym and monkey bars.

The school has a population of 508 students of which 2% are Mexican-American, 21.7% are Caucasian, and 76.4% are African American. Of this population 83% are low income. The schools attendance is 93%, with a student mobility of 42% (State School Report of 1995). An average class size is 24 students. The majority of the students walk to and from school daily. Three

buses transport the remaining students and there is a special bus to transport the special education kindergarten students.

The faculty and staff of this site consists of one principal, one newly assigned assistant principal, 23 regular division teachers, six special education teachers, one speech pathologist, one art teacher, one music teacher, one gym teacher, and three teaching assistants. The remaining staff includes one secretary, one part-time secretary, one librarian, two custodians, and six cafeteria workers. The staff of this site are 92% female and 96% Caucasian.

Many special programs are included at this site. A latchkey program is offered by a local organization. This program provides child care services before and after school for working parents. A parent group is organized each year to help with fund-raisers and volunteer services. Numerous after-school clubs are offered at this site. Some of theses clubs include art club, drama club, tumbling, computer club, and basketball. Girl Scouts and 4H hold weekly meetings in the gym.

School District

In this school district of 15,803 students, the average class size is 18.6 with an operating expenditure per pupil of $5,860.00 (State School Report of 1995). This district includes four high schools, twelve middle schools, fourteen primary schools, one early childhood education center, six special

schools, one alternative school, one magnet school, and one gifted school(School Directory, 1997).

The ethnic background of the district's student population is as follows: 49% African-American, 46.9% Caucasian, 1.8% Mexican-American,1.8% Asian, and 0.1% Native-American. The low income population within the district is 54% and the limited English proficiency population is 1.5%. The mobility rate is 33%, and the attendance rate is 91.8%. The high school drop-out rate is 14.6% with a chronic truancy rate of 6.9% (School Report Card 1996).

The district employs 1,027 teachers with an average salary of $35,427.00. Of this number 76.6% are female and 23.4% are male. The ethnic background of the teacher population is as follows: 92.1% Caucasian, 7% African-American, 0.4% Hispanic, 0.4% Asian, and 0.1% Native-Americans. The average administrator salary is $60,115.00 (School Report Card 1996).

Community

This school community is located in the center of a midwestern city which is midway between two of the nation's largest cities, approximately a three hour drive from either. The target city has a population of 113,504 people (1990 Census of Population and Housing).

This city has three hospitals, one of which is a trauma center. It has a private university, business college, a two year community college, and a medical school. A civic center and

the headquarters of a major production company are located downtown. Many cultural and recreational activities are also available through the park district.

The research site is situated in a low income neighborhood of 10,064 people, with 33% below poverty level. The surrounding homes of this community are made up of 60% rental units. The average household income is $26,000.00 with 60% of these having female head of household. Six percent of the population does not have telephones (1990 Census of Population and Housing). The average employment rate of persons 16 years and older is 57%. Within the population, 74% are high school graduates and 19% have had four years of college (1990 Census Of Population and Housing).

Regional and National Context of the Problem

Students' lack of prior knowledge and information about the world in general poses problems in language and vocabulary development. Students with delayed language skills develop these skills in a normal sequence, but their skills are delayed enough to place them behind their peers in academic achievement (Leverett and Diefendorf, 1992).

Current evidence of problems with reading on a national level comes from the National Assessment of Educational Progress (NAEP). In April of 1995 this national organization revealed the most recent scores for elementary age children. Students in three grades in 39 states were tested. Less than a third of these students were proficient in reading, and only two to five

percent were reading at advanced levels. This research also indicates that although middle class children do show some reading deficits, children from low-income and disadvantaged households are severely affected (McPike, 1995). In "Learning to Read: Schooling's First Mission" the editor of American Educator Magazine states that the ability to read is central to living a fulfilling life. If a child does not learn to read fluently, broadly, and reflectively across all content areas, the chances for academic success, financial success, the ability to find interesting work, personal autonomy, or self-esteem are almost non-existent (McPike, 1995).

Stahl, Jacobson, Davis, and Davis stated in 1989, "there is a long history of research showing that vocabulary difficulty affects reading comprehension"(p.30). Children with vocabulary comprehension problems are often unaware of the difference between understanding and failing to understand. Even when they are aware, they rarely ask for help (Dollaghan and Kaston, 1992).

The at-risk reader experiences difficulties with sight word vocabulary, word analysis, reading fluency, vocabulary knowledge, and comprehension of text. Most of these deficiencies come from limited language and reading experiences in the child's environment. The students who demonstrate any of these deficits eventually suffer from low self-esteem and a disinterest with reading. At-risk readers need a supportive reading environment along with instructional strategies which use quality, high interest literature to promote reading growth and enjoyment. A program in which literature is read orally by the teacher prior

to rereading activities can encourage experiences which will raise self-esteem, promote an enjoyment of reading, and address a variety of reading needs (Marlow and Reese, 1992).

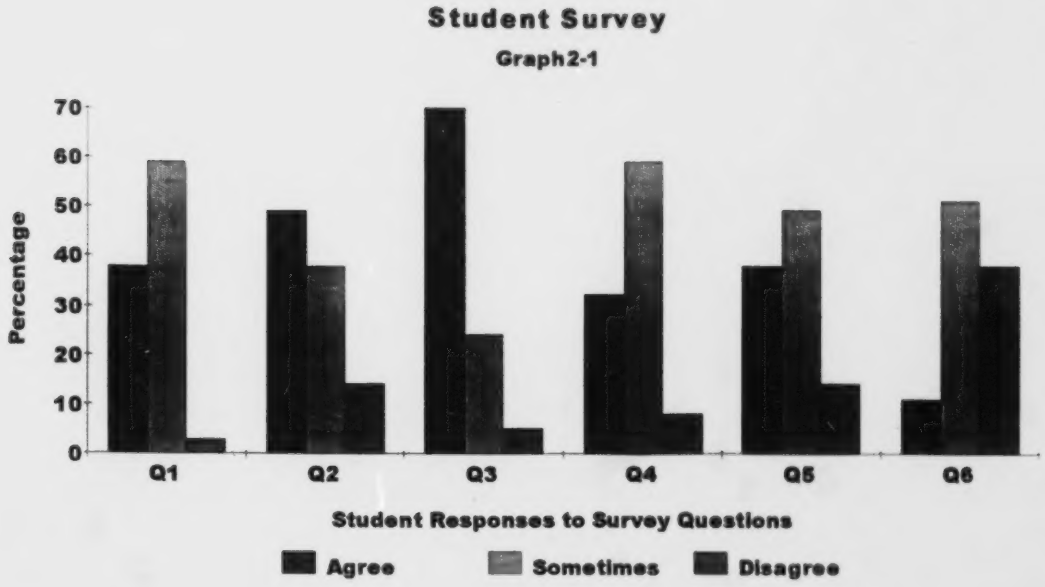
CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

The evidence to document that the lack of vocabulary development causes problems with reading comprehension was gathered by assessing parent and student surveys and administering a reading inventory and pretests.

The following is a graph representing results of student surveys given to all three classes (Appendix A). These surveys were given prior to the sixteen week intervention period. The students responded to the statements by circling agree, sometimes, or disagree. The results reflect the students interest in reading.

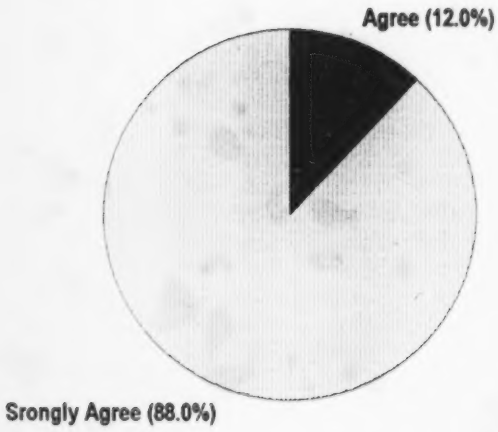


The survey consisted of the following statements:

1. I like to read for fun.
2. I like being read to.
3. I enjoy going to the library.
4. I like reading at school.
5. I like reading at home.
6. I would rather read than watch TV.

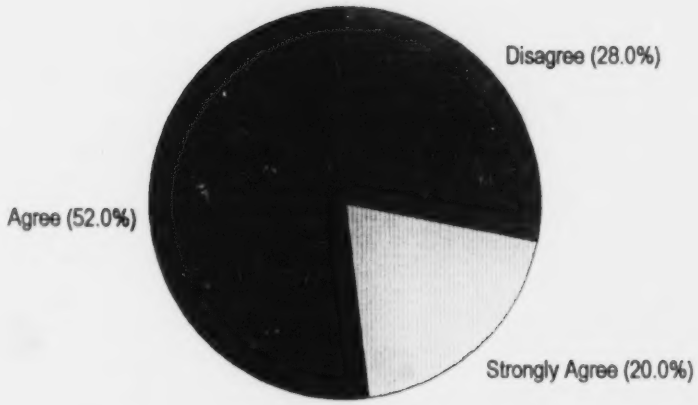
Parent surveys were distributed and collected from all three targeted classrooms(Appendix B). The surveys contained five statements to which the parents could respond by circling strongly agree, agree, disagree, or strongly disagree. The following pie charts display the results of parent responses to the statements.

Graph 2-2



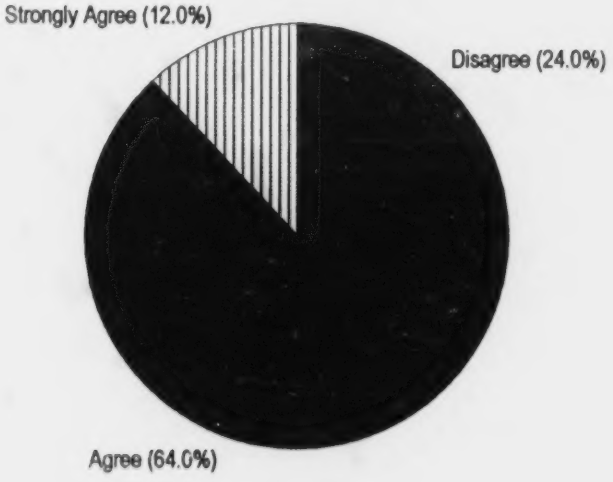
Statement 1. It is important to have reading materials available in my home.

Graph 2-3



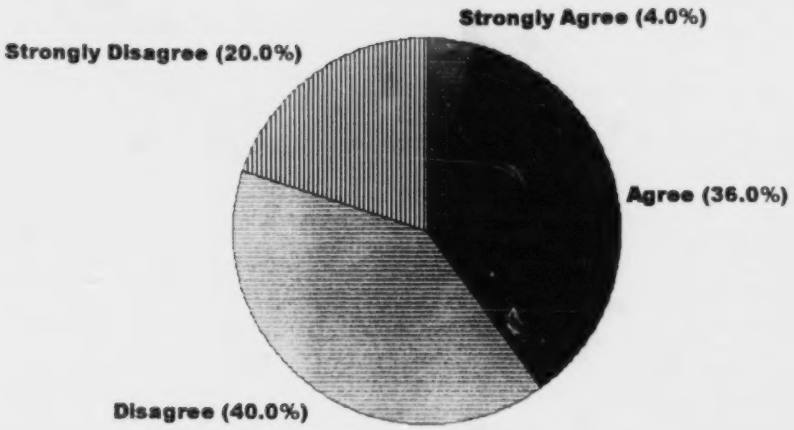
Statement 2. My child is excited about reading.

Graph 2-4



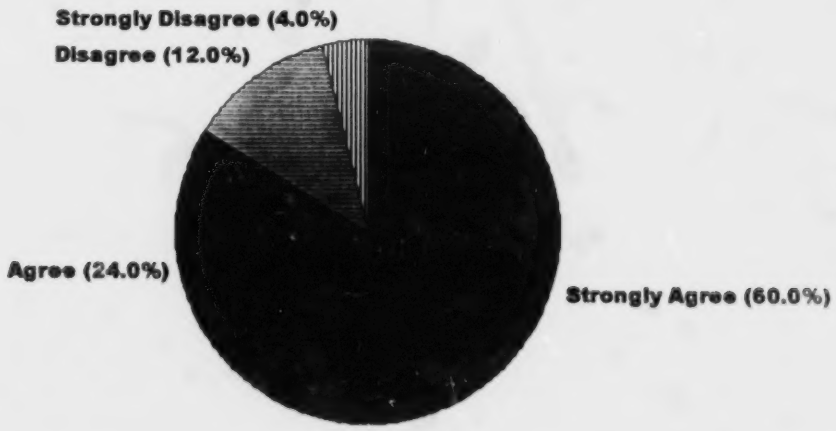
Statement 3. My child chooses to read books by him/herself.

Graph 2-5



Statement 4. I have a difficult time getting my child to read a book at home.

Graph 2-6



Statement 5. I would like to see my child read more.

In the first week of the action project, the researchers individually administered the *QRI Reading Inventory*. This tool

measures reading abilities. The test ranges from pre-primer up to level six. Each student begins the test one level below his assumed reading ability. He reads a passage and answers comprehension questions asked by the teacher. Students answers are scored which determines if he is at the independent, instruction, or frustration level. If an independent level is scored the next level is given. If a frustration level is scored the test below is given. Our goal with this test was to identify a student's instructional level. The chart below designates the instructional reading levels for each child in the targeted classrooms.

Chart 2-1

QRI Reading Inventory Baseline Data

	Grade 2	Grade 3	Grade 4	
Below Pre Primer	1	1		
Pre Primer		2		
Primer			1	
Level 1		1	2	
Level 2			1	
Level 3			3	
Level 4			3	

Probable Causes

Irwin (1991) stated the following:

> Expanding students' meaning vocabulary is a critical part of making sure that they have adequate background knowledge, and because word meanings are learned best when learned in terms of their associations with other concepts, it is

probably best to think of expanding prior knowledge and building vocabulary simultaneously. (p. 136-137)

A problem for many students is the lack of sufficient vocabulary knowledge. These students are often labeled educationally at risk (Nagy, 1988). According to some researchers children increase their vocabulary knowledge by acquiring on an average of 3,000 words per year (Brett, Rothlein, and Hurley, 1996).

Marlow and Reese (1992) state:

> At-risk readers experience difficulty with sight word vocabulary, word analysis, reading fluency, oral miscues, vocabulary knowledge, or comprehension of text. These deficiencies stem from a lack of language and reading experiences in the child's environment as well as from the child's lack of information about the world in general.

The student's development of prior knowledge is particularly important for students with poor reading skills. Texts need to be of high interest to the student and must activate students prior knowledge (Dechant, 1991). If there is a lack of prior knowledge it is the teacher's role to teach the material and fill in the gaps. Failure in reading comprehension may also result when the language of the author differs from the language of the reader.

When the school's values are different from the values of the home environment, some difficulties are likely to occur. According to Bountress (1994), the linguistic variations of low

socioeconomic-level African-American children are ungrammatical, illogical, and poor approximations of standard English, and that they are reflective of linguistic impoverishment resulting from genetic and environmental influences. (p. 10-11) Other researchers say that when children do not have the relevant background they do not learn "naturally," the seamless and organic way that teachers have been led to expect (Williams and Woods, 1997).

Even though a child comes from a middle class family he does not escape reading problems. Children need to be immersed in print, conversation, and games to have a better chance for academic and cognitive growth (McPike, 1995).

Some researchers believe that reading comes naturally; however, due to the lack of early organized instruction many students are not reaching their reading potential. According to Honig (1996) an estimated 30% to 40% of students in many high-poverty areas are remaining nonreaders, and significantly more than 50% of students in these areas are not becoming fluent readers of grade appropriate materials. (p. 5) Consequently, they will stumble over many words that will prevent them from attending to meaning, and they will be unable to participate in grade-level instruction and will fall further and further behind during their school careers.

Students who fail to be immersed in extensive in-school and home reading will be limiting their knowledge about the world, the depth of their conceptual understanding, and their vocabulary (Honig, 1996). It is important to have classrooms filled with a

variety of multi-level reading materials. Materials above the student's reading levels should be read to them with follow up discussion (Honig, 1996). "Reading a lot" is one of the most powerful methods of increasing fluency, vocabulary, and comprehension, and becoming educated about the world (Stanovich as cited by Honig, 1996, p. 112).

Prior knowledge and vocabulary knowledge are connected to each other. A person who knows a great deal about a topic generally knows words specific to that topic (Anderson and Freebody as cited by Stahl, Jacobson, Davis, and Davis, 1989, p.30). For example, a student who knows the meanings of livestock, bales, crops, and trough will know the theme discussed will be about a farm. The student who doesn't know these words will not understand the content of the story.

Another problem that compounds vocabulary deficits is the underachievement of many students in today's society. Rimm (1997)defines underachievement as:

> Underachievement is a discrepancy between a child's school performance and some index of the child's ability. If children are not working to their ability in school, they are underachieving.

Evidence of underachievement was discussed in the 1996 Carniegie Corporation's resent report, Years of Promise as cited by Rimm (1997). The report states:

> Make no mistake about it: underachievement is not a crisis of certain groups: it is not limited to the poor: it is not a problem afflicting other people's

> children. Many middle- and upper-income children are also failing behind intellectually. Indeed, by the fourth grade, the performance of most children in the United States is below what it should be for the nation and is certainly below the achievement levels of children in competing countries (p. 18).

By teaching vocabulary, students will improve their reading comprehension and therefore, become more motivated to achieve.

Chapter 3

THE SOLUTION STRATEGY

Literature Review

In Making Sense, Chapman (1993) stated the following comparison:

> Reading is like apple pie. Few dislike it, but opinions vary about the right ingredients for the crust, whether tart or sweet apples are best for the filling, and how long the pie should bake. Similarly, there are different views about what the ingredients of reading are, what needs to go into it for the best outcome, and how long it should take before the results can be enjoyed. (p. 3)

Some researchers believe the key ingredient of reading is the correlation between vocabulary and comprehension. Klein (1988)states that vocabulary is a crucial component of effective reading comprehension. He continues to suggest that other than early sight word instruction, students need to apply skills in these four areas:

1. Phonics- Children need the skills to decode new words.

2. Structural Analysis- Children need to be able to break down larger words into smaller parts and should recognize root words, prefixes, and suffixes.
3. Contextual Analysis- Children use context clues in a sentence to determine an unknown word.
4. Supplemental Reference- Children must be comfortable using certain tools such as a dictionary and thesaurus to discover the meaning of unknown words.

Teaching direct vocabulary is necessary when words represent concepts crucial for understanding of a text or knowledge of a topic. The meanings of the words and the correlation of those meanings to other words must be correctly understood (Chapman, 1993). To improve comprehension teachers need to specifically help the child understand the meanings of the vocabulary words and relate them to the content of the story (Beck & McKeown, 1988).

There are various ways in which teachers can effectively increase their students' vocabulary. First, immerse students in a lot of reading. Second, teach students how to use context clues to figure out the correct usage and meaning of a word. Third, use direct instruction to teach words that are appropriate for a subject area.

The reason for directly teaching vocabulary words is to make sure that students understand the concept the word stands for, how it relates to other concepts, and how the meaning of the word

changes in different contexts. Simply defining a word and using it correctly in a sentence does not adequately demonstrate understanding (Chapman, 1993).

Most techniques for teaching reading vocabulary can be identified as direct formal instruction (DFI) models. Because these models are consistent and remain the same over a period of time, they will be used in an ongoing manner. Although they may be used in any of the reading phases, they tend to be most beneficial in the prereading phase (Beck & McKeown, 1988). Other techniques and activities can be used to support DFI strategies which reflect creativity and variety. The consistency of these techniques allows the teacher to create a scope and sequence of reading vocabulary and vocabulary instruction throughout the year.

Although reading authorities argue about what the best DFI models are, most see the need for at least some direct instruction in their reading program. Klein (1988) suggests the following as an example of a DFI model used for teaching vocabulary in the prereading phase:

1. Look at the word and pronounce it. There are a variety of ways the word can be presented to the students: in the text, on the board, or on an overhead.

2. Define the word. Provide a definition that is appropriate for the meaning used in the text.

3. Dissect the word. Identify the root word along with its prefix or suffix.

4. Discuss the word. This step allows for the greatest flexibility. The teacher must adjust the strategies and activities according to the students' needs.

5. Use the word in context. Instruct the students to use the word appropriately in a sentence.

According to Honig (1996), there are myths concerning whole language. Some of the leaders of the whole language movements have argued against the inclusion of explicit skills development instruction, claiming that explicit instruction is unnecessary and even harmful.

The first myth suggests that children learn to read naturally. Proponents of this theory believe that explicit decoding instruction, controlled vocabulary, and direct instruction are not necessary. Whereas Honig believes that in order for children to achieve their reading potential, early, direct instruction needs to be taught (Honig, 1996).

Conversely, another myth is that organized, explicit phonics programs result in rigid teaching. Some lessons incorporate the use of low level activities that may not be related to the needs of the student. Explicit phonics creates boring and repetitive lessons (Honig, 1996). One example would be worksheets.

The end product for vocabulary development is that students will be able to relate and reuse these words in situations that apply. Teachers need to provide situations that allow for the learned words to be transferred for use in everyday life.

Project Outcomes and Solutions Components

As a result of implementing vocabulary development during the period of September through December 1997, the three targeted classrooms will show an increase in reading comprehension as measured by a reading inventory, pretest and posttest, student journals, and portfolios. In order to accomplish the objective, the following processes are necessary:

1. Parent and student surveys will be distributed and collected.
2. A positive reading atmosphere will be created.
3. The *Qualitative Reading Inventory-II* will be administered in September and December.
4. Weekly reading lessons will be developed.
5. Portfolios will be created.
6. A parent letter will be sent home with each child outlining the action research and its goals (Appendix D).

In order to achieve the end results, the following processes are necessary.

1. Compare pretest and posttest scores to determine growth in vocabulary and reading comprehension (Appendices E,F, and G).
2. Measure students' growth by evaluating portfolios.
3. Keep weekly vocabulary lists in journals.
4. Implement numerous charts, graphs, games, and activities to increase knowledge of vocabulary.

Action Plan for the Intervention

This action plan is presented in a weekly outline format. This allows each teacher participating in the research project flexibility in her classroom. The time frame for this intervention begins September 2, 1997 as week one, and ends December 12, 1997 which is week 15.

Week 1

1. Send home parent reading surveys and action research letter.
2. Orally administer student reading survey.
3. Pass out and explain use of journals.
4. Explain the purpose and process of using portfolios.
5. Administer the *QRI-II* to each student.

Week 2

1. Pretest
2. Introduce story one.
3. Discuss vocabulary words.
   a. Web the vocabulary words (Appendix H).
   b. Look up definitions in dictionary.
4. Orally read story to students.
5. Use paired or individual reading to find unknown words for journal.
6. Play "Go Fish" with vocabulary words.
7. Students read the story orally.
8. Use a sequence chart (Appendix I).
9. Send home homework.

10. Review vocabulary.
11. Using the sequence chart the students will create their own book to retell the story.
12. Posttest

Week 3

Repeat reading activities 1-5 from week 2

6. Play "Concentration" using vocabulary words.
7. Orally read the story as a group.
8. Complete an information chart to discuss story (Appendix J).
9. Send homework home.
10. Show comprehension of story by using the cloze exercise.
11. Posttest

Week 4

Repeat reading activities 1-5 from week 2

6. Play "Taboo" with vocabulary words.
7. Read the story as a group orally.
8. Complete a question matrix to discuss the story (Appendix K).
9. Send homework home.
10. Complete an expository writing to show understanding of the story.
11. Posttest

Week 5

Repeat reading activities 1-5 from week 2

6. Play "Roll and Define".

7. Students read the story orally.
8. Complete a PMI chart in small groups (Appendix L).
9. Homework will be sent home.
10. Use "What if" questions.
11. Posttest

Week 6

Repeat reading activities 1-5 from week 2

6. Play "Baseball"
7. Orally read the story as a group.
8. Use fat and skinny questions (Appendix M).
9. Send homework home.
10. Make a flip book to identify parts of the story.
11. Posttest

Week 7

Repeat reading activities 1-5 from week 2

6. Make puzzle pieces using vocabulary.
7. Orally read the story as a group.
8. Create a Venn diagram (Appendix N).
9. Send homework home.
10. Make an accordion book to retell the story.
11. Posttest

Week 8

Repeat reading activities 1-5 from week 2

6. Play a vocabulary game of students' choice.
7. Orally read the story as a group.
8. Complete the frame (Appendix O).

9. Send homework home.
10. Use higher order thinking skills.
11. Posttest

Week 9 - Week 15

Repeat weeks 2-8

Week 16

Re-administer student surveys and the *QRI-II*

All of the targeted classrooms will be excluded from the intervention process for one week because of mandatory state testing.

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The objective of this intervention was to improve reading comprehension by developing vocabulary knowledge. The implementation of story-related activities, vocabulary games , (Appendix P), and graphic organizers were selected to improve reading comprehension.

To enhance the importance of reading, positive sayings were displayed on bulletin boards. In addition to reading the weekly stories, the teacher read novels to the students and the students had additional time to read library books silently.

On Monday, the researchers gave a teacher-created vocabulary pretest to the students. Then researchers decided to introduce the story by connecting to the students' prior knowledge. Next, the teacher orally read the story to the students so they would become familiar with the text. Finally, the vocabulary words were taught. Each student wrote definitions in a journal.

On Tuesday, the students were reintroduced to the story by reading to an assigned partner. If the partners found words they did not recognize, they recorded them in their journals for later discussion. Next, they played a vocabulary game as a

group. Each week, the students played a variety of games and activities (Appendix P) to familiarize them with the story vocabulary.

On Wednesday, the students reviewed the vocabulary words. Then they read the story to the teacher who facilitated discussion by asking comprehension questions about the story. If time permitted a vocabulary game was played. On Thursday, a weekly graphic organizer was chosen from The Cooperative Think Tank I or The Cooperative Think Tank II (Appendices H- O) to enhance story ideas and concepts. A homework assignment was sent home that related to what was done in class.

Finally on Friday, the students took a posttest to show growth in the areas of vocabulary knowledge and story comprehension. After the tests were corrected, each child was able to see his grade and ask questions regarding his mistakes.

Graphic organizers were used weekly to enhance the comprehension and sequencing of the story read. The teacher facilitated a discussion in which the students completed a sequence chart. Using this chart the students made an accordion book, flip-book, or a student created book. This activity allowed the students to demonstrate their understanding of the story.

The information chart was used to teach students how to ask questions that gather information (Bellanca, 1992). In small groups the students generated six questions pertaining to the story for each "wh" question (who, what, when, where, and why) and the teacher recorded them on the chart. Next, each student

rolled a die for each "wh" question. The number from the die was matched to the question on the chart. Then the teacher changed the questions into statements that were used to develop a cloze exercise.

A question matrix enabled the students to compare and contrast attributes, qualities, or characteristics of people in the story (Bellanca, 1992). The students compared a character from the story to a character from a popular TV show, movie, or another story by answering a series of questions. Then they wrote a short paragraph using the question matrix.

Plus, Minus, and Interesting Questions (PMI) were used to help students evaluate and extend understanding about facts, concepts, thinking processes, and cooperative interactions (Bellanca, 1992). After the students read a story, the teacher put a PMI chart on an overhead projector. The students discussed suggestions for each letter on the PMI chart and responses were recorded. The students formulated "what if" questions from the PMI chart that were answered individually.

Fat and skinny questions were used to teach students the differences between factual questions and complex thought questions (Bellanca, 1992). The teacher put some examples of fat and skinny questions on the overhead and demonstrated the difference between the two. Then the students created their own set of fat and skinny (Appendix M) questions about the story. The questions were shared and answered in cooperative groups.

A Venn diagram helped the students to visualize likenesses and differences in two or more objects, characters, or situations

(Bellanca, 1990). Students used this graphic organizer to compare and contrast characters, stories, or settings.

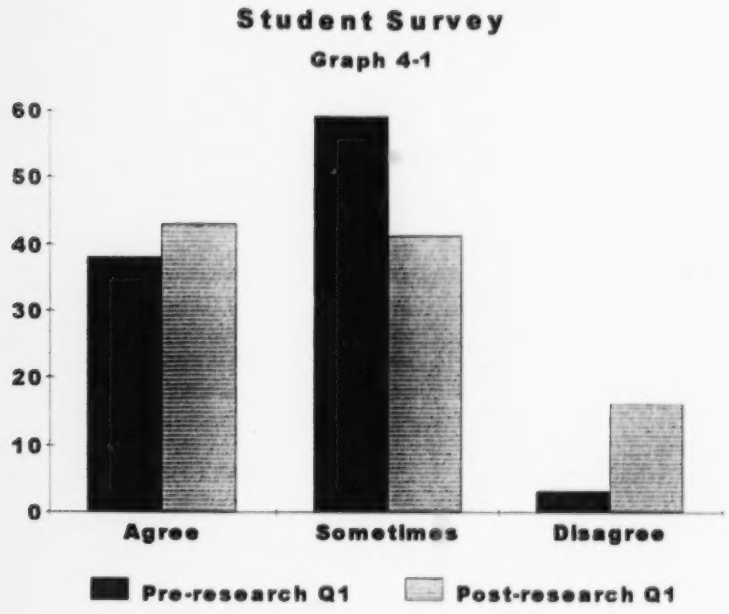
The frame was another tool that the students used to sequence story events (Bellanca, 1992). Once the frame was completed the teacher asked questions about the story using Higher Order Thinking Skills (HOTS). In cooperative groups the students answered the questions by referring to the frame.

In classrooms A and B the reading groups, which each consisted of five students, were conducted at a small table. The other children were participating in reading at another table with a teacher assistant.

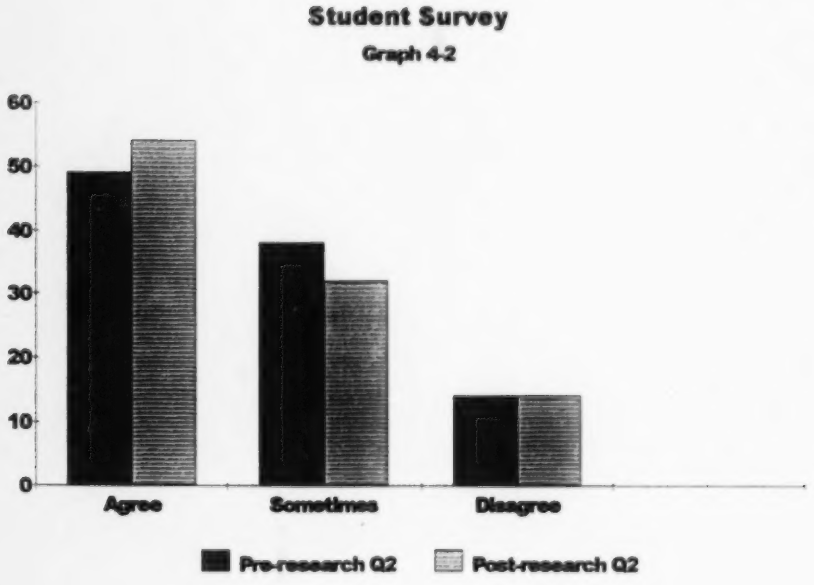
In classroom C the lesson begins with the students in their seats, while the teacher gives instructions for the activity. Then the students divide into cooperative groups to complete the assignment.

Presentation and Analysis of Results

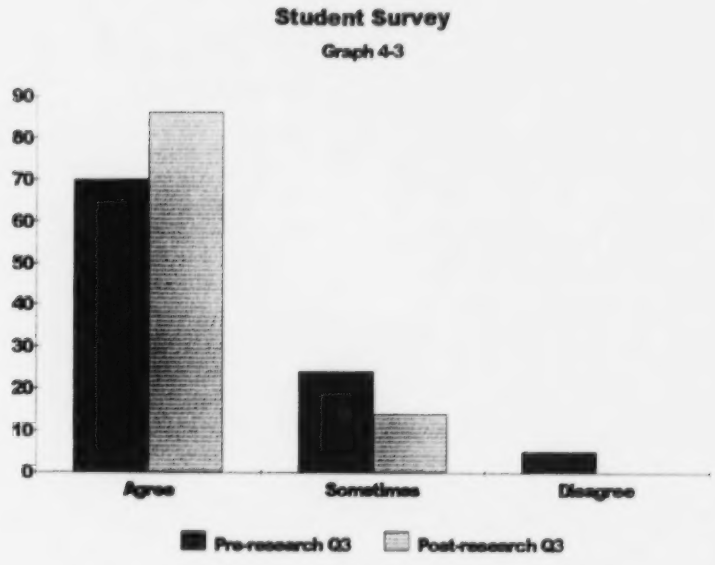
The students responded to six statements that reflected their reading interests. The following graphs illustrate the results of these statements from pre and post student surveys that were completed in August and December.



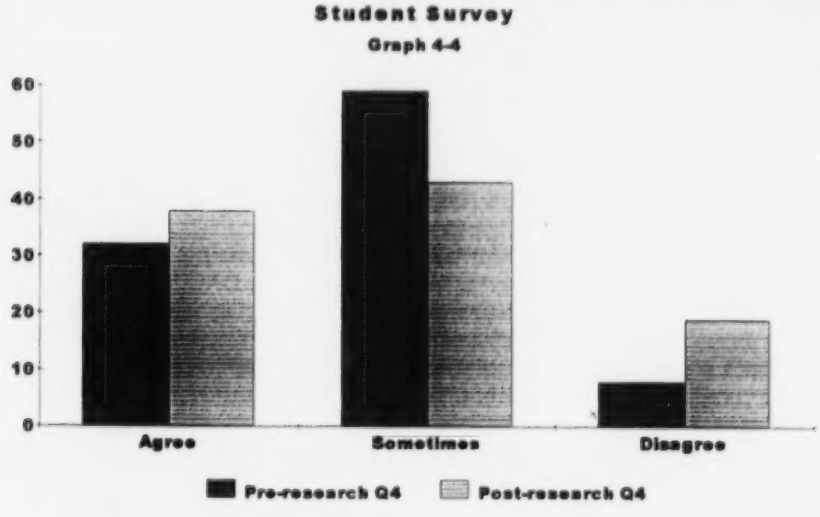
1. I like to read for fun.



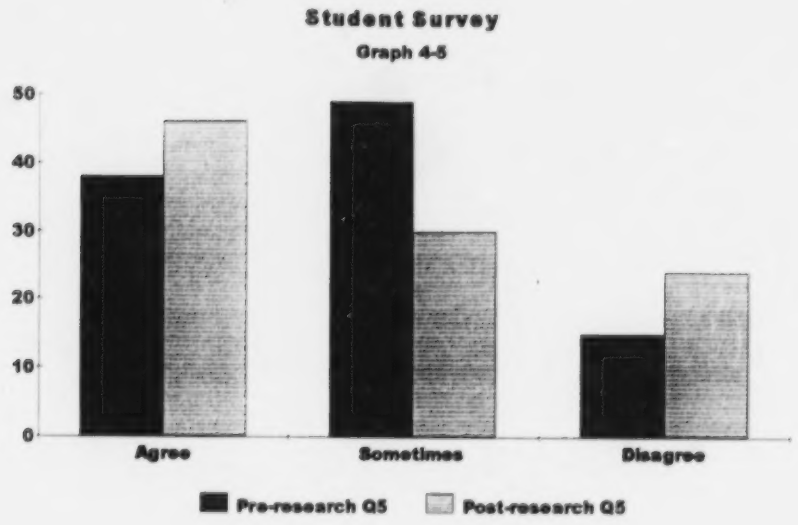
2. I like being read to.



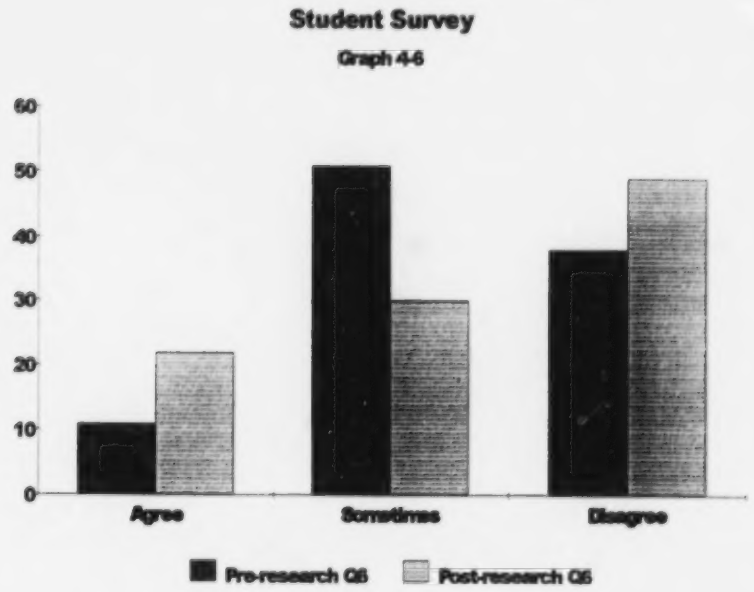
3. I enjoy going to the library.



4. I like reading at school.



5. I like reading at home.



6. I would rather read than watch TV.

Graphs 4-1 through 4-6 illustrate that for some children enjoyment of reading has increased; however, the percentages reveal that reading is not highly regarded by the students.

Graphs 4-1, 4-4, and 4-5 show that overall more than 50% of the students do not enjoyed reading; however, graph 4-2 reveals that over 50% of the students enjoyed being read to. Graph 4-3 displays that 85% of the students enjoy going to the library. This percentage may be misleading because the students not only read books in the library but also played games on computers.

The intent of the survey was to reveal students' interest in reading. This survey gave the researchers information which validated the need for the intervention.

The following charts display the results of students' baseline data compared to the post data for the QRI Reading Inventory.

Chart 4-1

QRI Reading Inventory Baseline Data

	Grade 2	Grade 3	Grade 4
Below Pre Primer	1	1	
Pre Primer		2	
Primer			1
Level 1		1	2
Level 2			1
Level 3			3
Level 4			3

Chart 4-2

QRI Reading Inventory Post Data

	Grade 2	Grade 3	Grade 4
Below Pre Primer			
Pre Primer			
Primer	1	1	
Level 1		2	
Level 2		1	2
Level 3			3
Level 4			3
Level 5			2

The results of the QRI, as illustrated in Charts 4-1 and 4-2 clearly indicate an improvement of at least one reading level in the sixteen week intervention period.

In August the results of the students' reading levels ranged from below preprimer to level four. Post intervention results revealed that significant improvements were made. Most students gained a reading level, increasing the range from primer to level five.

The following charts represent the results of weekly pretests, posttests, and vocabulary comprehension sentences. These scores are based on percentages.

Classroom A

		Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8	Test 9	Test 10	Test 11	Test 12
Student A	Pre	0	38	0	13	0	20	0	0	0	Susp.	10	0
	Post	100	100	100	88	75	Susp.	0	30	0	Susp.	60	10
	Comp	10	100	88	88	75	Susp.	75	20	50	Susp.	90	90
Student B	Pre	40	38	10	0	25	0	0	30	70	89	10	10
	Post	70	100	100	100	100	100	100	100	70	100	100	60
	Comp	90	100	88	100	88	70	100	80	60	70	80	90
Student C	Pre	0	0	0	25	0	0	0	0	50	89	30	0
	Post	80	100	38	100	70	70	100	100	80	90	100	0
	Comp	80	100	75	100	80	80	88	70	30	70	90	50
Student D	Pre	0	38	0	13	0	20	0	10	0	89	0	0
	Post	30	75	25	88	100	100	100	90	10	80	90	0
	Comp	90	100	88	75	88	80	88	80	40	70	50	90

Pre - Pretest
Post - Posttest
Comp - Comprehension
Susp.- Suspended

Classroom B

		Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8	Test 9	Test 10	Test 11	Test 12
Student A	Pre	33	40	0	30	70	N/A	30	29	50	29	21	31
	Post	100	80	70	100	70	100	80	71	80	71	49	79
	Comp	0	90	70	90	100	80	70	86	90	29	50	100
Student B	Pre	22	50	60	40	100	100	M/E	M/E	40	36	50	69
	Post	56	100	100	80	90	100	M/E	100	70	100	57	79
	Comp	89	90	80	70	30	90	M/E	100	90	100	63	67
Student C	Pre	44	50	40	60	30	100	30	70	30	36	14	31
	Post	100	100	90	100	80	100	90	100	100	76	83	100
	Comp	67	80	80	80	100	80	100	100	80	100	88	100
Student D	Pre	44	10	0	20	10	10	20	14	20	14	21	moved
	Post	33	80	100	100	80	100	100	86	100	65	moved	moved
	Comp	44	70	80	90	70	50	90	86	90	57	moved	moved
Student E	Pre	11	20	10	60	10	20	30	71	60	36	43	38
	Post	56	60	50	40	80	70	100	71	30	29	58	71
	Comp	33	60	50	40	60	60	70	43	0	0	0	33

Pre - Pretest
Post - Post test
Comp - Comprehension
M/E- Medical Exclusion

Classroom C

		Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8	Test 9	Test 10	Test 11	Test 12
Student A	Pre	57	33	0	0	71	25	75	50	100	71	100	33
	Post	71	64	69	85	58	62	46	92	100	85	82	91
	Comp	57	50	63	63	43	50	38	50	33	50	83	0
Student B	Pre	43	67	13	63	57	100	63	100	67	100	67	100
	Post	71	73	77	46	100	100	77	92	83	71	100	100
	Comp	57	100	63	63	86	75	100	75	67	100	100	67
Student C	Pre	43	100	100	63	100	63	63	100	67	57	100	100
	Post	100	100	77	69	100	85	62	100	100	100	100	100
	Comp	100	100	63	63	71	50	88	100	100	86	100	83
Student D	Pre	43	100	38	75	100	63	63	100	67	100	67	100
	Post	100	100	77	77	100	100	92	100	83	100	100	100
	Comp	88	83	88	50	86	75	100	100	100	100	100	100
Student E	Pre	71	100	75	50	71	75	67	100	67	100	100	100
	Post	100	100	100	100	92	85	92	100	92	100	82	100
	Comp	100	100	100	88	100	88	100	88	100	100	100	100
Student F	Pre	71	67	63	50	57	50	63	63	64	57	100	100
	Post	100	82	69	54	100	85	77	92	67	92	100	100
	Comp	63	50	0	38	71	50	75	100	67	100	67	83

Pre - Pretest
Post - Posttest
Comp - Comprehension

The results of the vocabulary pretests and posttests validated the researchers' assumptions that the students' lack of vocabulary knowledge affected their comprehension of the story. The students were given a pretest in which they matched story vocabulary to the correct meaning. The action plan was implemented throughout the week. Then the students took a posttest of the vocabulary words and used those words to create sentences that related to the story. There was a dramatic improvement between the pre and post vocabulary tests and a steady increase in the scores of the vocabulary comprehension sentences throughout the intervention.

Conclusions and Recommendations

The researchers chose this topic for an intervention because previous test scores from norm-referenced tests revealed that there was a deficit in students' reading comprehension. Also, teachers have observed that students have limited prior knowledge and access to real life experiences that connect with the reading material being presented. Researchers administered the QRI Reading Inventory which established a baseline of students' reading comprehension levels. After determining a need for this intervention, the teachers in classrooms A,B, and C began to implement their plan of action.

Within this action plan the researchers felt that certain strategies were essential to maintain student motivation and interest of the students. The students were grouped cooperatively for games and activities which reinforced

vocabulary and comprehension skills. Students were exposed to the text a minimum of three times to enhance knowledge of the story. Graphic organizers and hands-on activities allowed the students to become familiar with the text. Using these strategies the researchers observed that the students began internalizing and understanding the stories.

Overall the action plan was successful; however, it was difficult to complete as scheduled. For example, some stories were longer than others and therefore needed more time. Also, the intervention period was disrupted by two holiday breaks and mandated testing. We were not able to test those weeks.

One area of the intervention that proved difficult for the students was creating comprehension sentences using their vocabulary words. In classroom A the students dictated the sentences to the teacher. At first some students dictated the definitions instead of a sentence. In time, these students were able to express well thought out sentences. In classroom B, the students dictated the sentences to the teacher and progressed into writing their own sentences. This researcher noticed an improvement in students' ability to relate vocabulary words to the story; however, one student who dislikes writing withdrew and wrote definitions instead of sentences even though he knew the meaning of the word. In classroom C, the students wrote comprehension sentences. This researcher observed that in the beginning some students failed to write sentences because they didn't know the definitions of the vocabulary words. Within time

the researcher noticed that the students began writing longer and better developed sentences that related to the story.

As special education teachers in classrooms A and B, one element we would change would be to include the *Woodcock Johnson* in our baseline data. This test would better define vocabulary knowledge and reading comprehension than the *QRI Reading Inventory*. For classroom C, a regular division classroom, I would prefer to use the Iowa Test of Basic Skills (ITBS) instead of the *QRI Reading Inventory* because this would give a better indication of the students' reading ability. I would compare their third grade ITBS scores to their fourth grade scores which are given at the beginning of the school year.

Prior to the intervention, the researchers used tests that were taken from the basal series. The teachers from classrooms A and B felt that these tests did not address students' individual needs. By using teacher created tests, the students' needs were met (Appendix G). Therefore we will continue using teacher created tests.

Our role as teachers has changed because of this intervention. We have shifted from direct instruction to facilitated instruction. This allowed the students to take on a more active role in their learning.

Teachers in classrooms A, B, and C felt that the students have not only gained academically, but socially as well. The students have shown that they can have fun learning by working cooperatively. The activities and strategies set forth in the

action plan kept the students attentive and excited about reading. They enjoyed playing the games and making artifacts.

The researchers were confident that they achieved their goal. Overall the students' reading improved, motivation increased, as did comprehension and vocabulary knowledge.

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Appendices

Name _____

Appendix A

Student Survey

1. I like to read for fun.

agree

sometimes

disagree

2. I like being read to.

agree

sometimes

disagree

3. I enjoy going to the library.

agree

sometimes

disagree

4. I like reading at school.

agree

sometimes

disagree

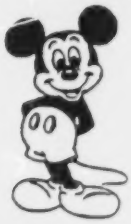
5. I like reading at home.

agree

sometimes

disagree

6. I would rather read than watch TV.


agree

sometimes

disagree

7. My goal for this school year is to read ___ books.

Appendix B

Parent Survey

1. It is important to have reading materials available in my home.

   strongly agree agree disagree strongly disagree

2. My child is excited about reading.

   strongly agree agree disagree strongly disagree

3. My child chooses to read books by himself/herself.

   strongly agree agree disagree strongly disagree

4. I have a difficult time getting my child to read a book at home.

   strongly agree agree disagree strongly disagree

5. I would like to see my child read more.

   strongly agree agree disagree strongly disagree

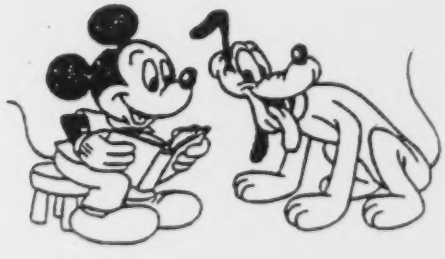
6. Please put a check by the reading materials found in your home.

   __ newspapers __ magazines __ books __ other __ none

7. How much time do you spend reading per week with your child?

   __ 0-5 minutes __ 5-30 minutes

   __ 30-60 minutes __ more than 60 minutes



	Agree	Some	Dis
1.	𝍸 𝍸 𝍸 I	𝍸 𝍸 𝍸	𝍸 I
2.	𝍸 𝍸 𝍸 𝍸	𝍸 𝍸 II	𝍸
3.	𝍸 𝍸 𝍸 𝍸 𝍸 II	𝍸	
4.	𝍸 𝍸 𝍸 IIII	𝍸 𝍸 𝍸 I	𝍸 II
5	𝍸 𝍸 𝍸 II	𝍸 𝍸 I	𝍸 IIII
6.	𝍸 III	𝍸 𝍸 I	𝍸 𝍸 𝍸 III
7			
1.	16	15	6
2.	20	12	5
3	32	5	0
4	14	16	7
5	17	11	9
6.	9	11	18

Parent Survey (25 surveys)

	SA	A	D	SD
1.	22 88%	3 12%	0	0
2.	5 (20%)	13 (52%)	7 28%	0
3.	3 (12%)	16 (64%)	6 (24%)	0
4.	1 (4%)	9 (36%)	10 (40%)	0 5
5.	15 (60%)	6 (24%)	3 (12%)	1 (4%)
6.	14	20	25	6

	0-5	5-30	30-60	more than 60
	6	14	4	1
	24%	56%	16%	4%

Student Survey (3.7 / 24 surveys)

	A	S	DA
1.	14 38%	22 59%	1 3%
2.	18 49%	14 38%	5 14%
3.	26 70%	9 24%	2 5%
4.	12 32%	22 59%	3 8%
5.	14 38%	18 49%	5 14%
6.	4 11%	19 51%	14 38%

Saint Xavier University
Consent to Participate in a Research Study
Improving Reading Comprehension Through Vocabulary

Dear Parents,

This year your child's teacher is enrolled in a master's program to further his/her education. As part of the requirements for the program, a research project needs to be completed. We will be working on vocabulary skills to increase reading comprehension. This study will not get in the way of your child's learning, but will improve it. We are excited to see the improvements the children will be making in reading. The results of the study will not be shared with unauthorized personnel. Your child's name will not be used anywhere in the study. If you agree to allow your child be a part of our study, please sign the consent below and return it to school as soon as possible. Thank you for allowing us to educate your child.

Mr. Berg

Mrs. Pfanz

Mrs. Cressman

I give my permission for my child to be included in the research conducted by his/her teacher for the school year 1997-98. I understand all information gathered during the study will be completely confidential.

_____ _____

Signature of Parent/Legal Guardian Date

There's An Alligator Under My Bed

9/12/97 Week 1

Name:_____

Directions: Choose a definition from side two and write the letter next to the word it goes with on side one.

Side 1	Side 2
1. __ bait	A. To rest your mind and body
2. __ garage	B. A place to keep a car
3. __ trouble	C. When you are curious whether something will happen or not
4. __ sleep	D. Sweet food that comes from a tree
5. __ never	E. An area in which rooms open into
6. __ fruit	F. What you use to catch something, like an animal
7. __ piece	G. A lot of steps that go from one floor to another
8. __ stairs	H. A small part
9. __ hall	I. Not ever
10. __ wonder	J. When something is hard to do

Name _____

Side 1	Side 2
1. ___ always	A. Not used
2. ___ build	B. Effort in doing or making something
3. ___ new	C. At all times
4. ___ read	D. Frighten
5. ___ take	E. To make something by putting materials together
6. ___ work	F. Take from one place to another
7. ___ carry	G. Speak out loud the words of writing or printing
8. ___ scare	H. To capture or lay hold of

Name _____

Side 1	Side 2
1. ____ dream	a. Fail to remember
2. ____ parents	b. To make sure something has been done
3. ____ clean	c. Something thought, felt, or seen during sleep
4. ____ breakfast	d. Father and mother
5. ____ forget	e. To do something without making much noise
6. ____ garbage	f. Free from dirt or filth
7. ____ quietly	g. Fail to remember
8. ____ check	h. Scraps of food to be thrown away from a kitchen

Name _____

Matching

Side 1	Side 2
1. ____ dream	a. Fail to remember
2. ____ parents	b. To do something without making much noise
3. ____ clean	c. Something thought, felt, or seen during sleep
4. ____ breakfast	d. Father and mother
5. ____ forget	e. To make sure something has been done
6. ____ garbage	f. Free from dirt or filth
7. ____ quietly	g. Fail to remember
8. ____ check	h. Scraps of food to be thrown away from a kitchen

Name _____

Side 1	Side 2
1. ___ tug of war	a. Lower than
2. ___ mighty	b. To make fun of
3. ___ possum	c. A pulling game
4. ___ problem	d. Showing strength and power
5. ___ below	e. A small animal that lives in trees and carries its young in a pouch
6. ___ month	f. To show that something is true
7. ___ prove	g. Something to be worked out
8. ___ tease	h. One of the twelve periods of time into which a year is divided

10/20/97

Name _____

Side 1	Side 2
1. ___ children	a. Come to a place
2. ___ cheeks	b. Tasting very good
3. ___ round	c. Young boys and girls
4. ___ bother	d. Give joy to or make happy
5. ___ listened	e. Excellent
6. ___ sobbed	f. Sides of the face below the eyes
7. ___ cheer	g. To cry loudly
8. ___ wonderful	h. To cause worry, fuss, or trouble
9. ___ arrived	i. To hear or pay attention to
10. ___ delicious	j. Shaped like a ball or circle

Pre and Post

Side I

1. ___ surroundings — a. Tissues in the body that can be tightened and loosened to make the body move.

2. ___ snout — b. A part of an animal that is like a pocket

3. ___ coral — c. The area around you

4. ___ prey — d. Animal that is hunted

5. ___ pouch — e. Come out from the egg

6. ___ muscles — f. Part on an animals head that sticks out and contains the nose, mouth, and jaw

7. ___ stun — g. The fanlike part of a fish that helps it swim

8. ___ surface — h. Colorful animal that looks like a rock and lives in the ocean

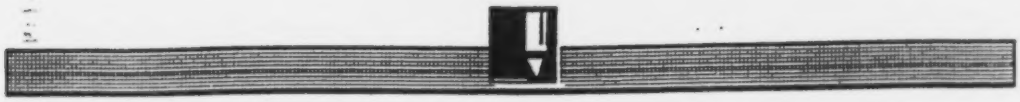
9. ___ fins — i. Shock

10. ___ hatch — j. To come to the top of water

Name _____

Side 1	Side 2
1. ___ apartments	a. Group of three
2. ___ company	b. Ask someone to come to some place or to do something
3. ___ hopscotch	c. A group of rooms on one building
4. ___ bakery	d. An underground electric railroad that runs beneath the streets in a city
5. ___ squeezes	e. Store where breads, pies, and cake are sold
6. ___ taxi	f. A children's game in which the players hop over lines drawn on the ground
7. ___ triplets	g. A wildflower that has white petals around a yellow center
8. ___ subway	h. To press hard
9. ___ daisy	i. A car that drives a person to a requested place for a price
10.__ invited	j. To stay with or to visit

Gaston the Giant



Name:_____
Class:_____
Period:_____
Date:_____

Match the words on side one with the words on side two. Write the letter on the line next to the word.

Side one	Side two
1. _____ village	A. To die under water because of lack of air
2. _____ villager	B. Very strong or mighty
3. _____ hungry	C. A small river
4. _____ crops	D. Group of houses smaller than a town
5. _____ wept	E. Wanting or needing food
6. _____ happily	F. Person who lives in a village
7. _____ fierce	G. A huge imaginary being
8. _____ giant	H. Plants that are grown for food
9. _____ drown	I. In a joyful way
10. _____ stream	J. Cried or sobbed

Posttest

Comprehension Sentences

Appendix E

Post test

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

Name_____ Date_____

Appendix F

Gaston the Giant

Pre test

Match the words on the left side to the words on the right side. Write the letter on the blank.

1.____happily

2.____crops

3.____stream

4.____drown

5.____wept

6.____villagers

7.____giant

8.____fierce

9.____village

10.___hungry

a. in a happy manner

b. cry

c. plants grown especially for food

d. group of houses, usually smaller than a town

e. cruel; ferocious; wild

f. feeling a desire or need for food

g. flow of water in a channel or a bed

h.die under water

i. people who live in a village

j. an imaginary being having human form, but larger and more powerful than a person

Name_____

Appendix F

The Cat, the Mouse, and the Magician

Pre test

Match the words on the left side with the words on the right side. Write the letter on the line next to the word.

1.___magician	a. to increase size
2.___squeak	b. to give out or reflect light
3.___spell	c. short, sharp, shrill sound
4.___hiss	d. still; peaceful
5.___shine	e. not right; incorrect
6.___roar	f. a magical formula
7.___quiet	g. a person who performs magic
8.___wrong	h. to stir up; to bother
9.___trouble	i. to make a loud, confused sound
10.___swell	j. a sound that expresses strong dislike or disapproval

Name _____ 62

Date _____

Pre test

Bringing the Rain to Kapiti Plain

Matching.

1. ____ migrate	a. shade made by some person, animal or thing
2. ____ happen	b. past tense of stand
3. ____ heavy	c. a large, long-legged bird with a long neck and bill
4. ____ plain	d. a flat stretch of land; prairie
5. ____ herdsmen	e. a grassy field or hillside
6. ____ pasture	f. not tamed
7. ____ rain	g. water falling in drops from the clouds
8. ____ wild	h. move from one place to settle in from another
9. ____ shadow	i. come about; take place; occur
10. ___ herd	j. a group of animals of one kind moving together
11. ___ stork	k. people who take care of a herd
12. ___ change	l. of great weight
13. ___ cloud	m. make or become different
14. ___ stood	n. mass of tiny drops of water or ice particles floating in the air high above the earth

Name_____ 63

The Cat, the Mouse, and the Magician

Match the words on the left side with the words on the right side. Write the letter on the line next to the word.

1.___swell	a. to increase size
2.___trouble	b. to give out or reflect light
3.___ shine	c. short, sharp, shrill sound
4.___ spell	d. still; peaceful
5.___wrong	e. not right; incorrect
6.___hiss	f. a magical formula
7.___roar	g. a person who performs magic
8.___magician	h. to stir up; to bother
9.___quiet	i. to make a loud, confused sound
10.___squeak	j. a sound that expresses strong dislike or disapproval

Name_____ Post test Date_____ 64

Use the vocabulary words to write a sentence about the story.

1._____

_____

2._____

_____

3._____

_____

4._____

_____

5._____

_____

6._____

_____

7._____

_____

8._____

_____

9._____

_____

Appendix F

Post test

Name_____ Date_____

10._____

_____

Name_____ Date_____

A Chair for My Mother

Match the word to its definition. Pick a definition from the right side and write the letter next to the word on the left side.

1._____ fall	a. bring
2._____ tips	b. name numbers in order
3._____full	c. the earth
4._____count	d. able to hold no more
5._____four	e. drop or come down from a higher place
6._____world	f. one more than three
7._____buy	g. to give a gift of money
8._____brought	h. to save money
9._____savings	i. purchase

Use the words in the word box to write a complete sentence. Make sure the sentence refers to the story.

savings	fall	tips	full	count
world	four	buy	brought	

1._____

2._____

Name _____ Date _____

Too Many Tamales

Match the word on the left side to the word on the right side. Write the letter from the definition next to the word it goes with.

1.____tamales

2.____nearly

3.____interrupt

4.____second

5.____shock

6.____lights

7.____laughing

8.____confess

9.____swallowed

10.___white

a. almost

b. stop for a time

c. a thing that gives light

d. a sudden violent shake

e.light colored

f. next after the first

g. admit

h. take into the stomach through the throat

i. make sounds of the face that show one is happy or amused

j. a Mexican food made of corn meal and minced meat, and wrapped in corn husks

Name_____ Date_____

Appendix F

Gaston the Giant

Post test

Match the words on the left side to the words on the right side. Write the letter on the blank.

1.____happily

2.____crops

3.____stream

4.____drown

5.____wept

6.____villagers

7.____giant

8.____fierce

9.____village

10.___hungry

a. in a happy manner

b. cry

c. plants grown especially for food

d. group of houses, usually smaller than a town

e. cruel; ferocious; wild

f. feeling a desire or need for food

g. flow of water in a channel or a bed

h. die under water

i. people who live in a village

j. an imaginary being having human form, but larger and more powerful than a person

Appendix F
Post test

Name_____

Date_____

The Wind, the Rain, and the Sparrow

Matching.

1. feathers
2. suddenly
3. chief
4. cave
5. thirsty
6. well
7. crops
8. tent
9. sparrow
10. camp

a hole dug in the ground for water

b. happening without warning or notice; not expected

c. a small hawk which feeds on birds

d. a moveable shelter made of cloth

e. a light, thin growth that covers a birds skin

f. plants grown by people for food

g. head of a group

h. a group of tents or shelters where people live for a time

i. a hollow space undergroun

j. feeling thirsty

Name_____

Date_____ Appendix F

A Chair for My Mother

Post test

____ tips	a. filled to capacity
____ count	b. to number
____ savings	c. one more than three
____ brought	d. to give a gift of money
____ buy	e. to drop
____ fall	f. the earth and its inhabitants
____ four	g. bring
____ full	h. earnings put back for the future
____ world	i. to purchase

Now One Foot, Now the Other

Match the definition to the word. Read all of the words and the definitions. Then write the letter on the right side next to the word it matches on the left side.

1._____ shoulder

2._____lean

3._____recognize

4._____scared

5._____carried

6._____mean

7._____picture

8._____warm

9._____word

10.____year

a. 12 months or 365 days

b. take from one place to another

c. a drawing, painting, portrait, or photograph

d. part of the body to which an arm is attached

e. to make or become afraid

f. have as a purpose

g. a sound or group of sounds that has meaning

h. more hot than cold

i. know again, identify

j. rest on

Appendix F Name_____

Post test 77

The Magic Porridge Pot

Match the words to the definitions. Write the letter from the right side to the correct definition on the left side.

1.___ mushroom

2.___ pot

3.___ breakfast

4.___ woman

5.___ woods

6.___ full

7.___ path

8.___ downstairs

9.___ field

10.___ porridge

a. on to the lower floor

b. able to hold no more

c. way made by people walking

d. a kind of dish

e. land with few or no trees

f. the first meal of the day

g. an adult female person

h. a large number of growing trees

i. food made of oatmeal or other cereal boiled in water or milk until it thickens

j. a small fungus, shaped like an umbrella, that grows very fast

Post test

Too Many Tamales

Match the word on the left side to the word on the right side. Write the letter from the definition next to the word it goes with.

1._____shock

2._____white

3._____second

4._____swallowed

5._____interrupt

6._____confess

7._____nearly

8._____laughing

9._____tamales

10.____lights

a. almost

b. take into the stomach through the throat

c. a thing that gives light

d. a sudden violent shake

e. a Mexican food made of corn meal and minced meat, and wrapped in corn husks

f. stop for a time

g. light colored

h. next after the first

i. make sounds of the face that show one is happy or amused

j. admit

Name_____ 74

Date_____

What Happened to Patrick's Dinosaur?

Matching.

1. _____ guess
2. _____ leave
3. _____ cold
4. _____ often
5. _____ bored
6. _____ invented
7. _____ later

a. many times

b. after the usual time

c. go away

d. not interested

e. less warm than usual

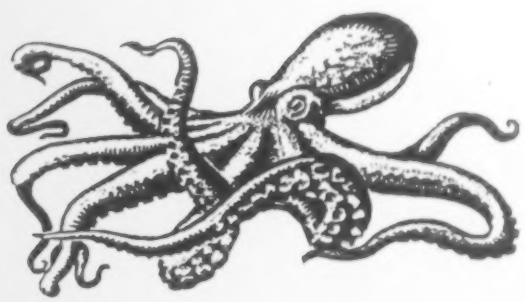
f. form an opinion of something without really knowing it

g. to make something that has never been made before

An Octopus Is Amazing

Matching.

1. ____ also	a. the ability to learn and think
2. ____ seven	b. ten minus two
3. ____ between	c. take in
4. ____ prey	d. animal hunted for food
5. ____ eight	e. and; two
6. ____ clever	f. four plus three
7. ____ draw	g. in the middle of
8. ____ den	h. mouth part of an animal
9. ____ intelligence	i. place where an animal lives
10. ___ beak	j. smart



Appendix F

Post test

Name _____

Date _____

Two of Everything

Matching.

1. _____ identical
2. _____ double
3. _____ exactly
4. _____ enough
5. _____ excited
6. _____ person
7. _____ poor
8. _____ pull
9. _____ quickly
10. ___ humble
11. ___ ancient
12. ___ twice
13. ___ stumble
14. ___ peer

a. move by grasping it and pulling it towards oneself

b. look closely to see clearly

c. human being

d. having little or no money

e. rapidly; with haste

f. trip by striking the foot against something

g. two times

h. twice as much

i. as much as needed or wanted

j. accurately; precisely

k. stirred up; arroused

l. the same

m. of times long past

n. not proud; modest

Name _____
Date _____

77

The Legend of the Indian Paintbrush

Matching.

1. ___ decorate	a. on fire
2. ___ satisfied	b. gather together
3. ___ ablaze	c. make beautiful
4. ___ different	d. thing done; act; action
6. ___ slowly	e. not alike
7. ___ gift	f. gone by; past
8. ___ shall	g. the planet on which we live
9. ___ earth	h. present
10. ___ collect	i. pleased or contented
11. ___ those	j. taking a long time
12. ___ deeds	k. used to point out several persons or things
13. ___ tools	l. an instrument used in doing work
14. ___ ago	m. used to express future time, command, obligation, and necessity

Jack and the Beanstalk

Matching

1. ___ rough	a. bad; not obedient
2. ___ widow	b. shake because of fear, weakness, or cold
3. ___ greedily	c. turn with a winding motion
4. ___ clambered	d. women whose husband is dead
5. ___ naughty	e. surprise greatly
6. ___ bellowed	f. stem of a bean plant
7. ___ amazed	g. make a loud deep noise
8. ___ growled	h. climb with difficulty; scramble
9. ___ twisty	i. wanting to get more than one's share
10 ___ tremble	j. make a deep low angry sound
11. ___ beanstalk	k. not smooth; not level; not even

Appendix F Name_____

Post test Date_____

The Wind, the Rain, and the Sparrow

Matching.

1. feathers
2. suddenly
3. chief
4. cave
5. thirsty
6. well
7. crops
8. tent
9. sparrow
10. camp

a hole dug in the ground for water

b. happening without warning or notice; not expected

c. a small hawk which feeds on birds

d. a moveable shelter made of cloth

e. a light, thin growth that covers a birds skin

f. plants grown by people for food

g. head of a group

h. a group of tents or shelters where people live for a time

i. a hollow space undergroun

j. feeling thirsty

Now One Foot, Now the Other

Match the definition to the word. Read all of the words and the definitions. Then write the letter on the right side next to the word it matches on the left side.

1._____ scared

2._____word

3._____mean

4._____year

5._____recognize

6._____warm

7._____shoulder

8._____picture

9._____carried

10.____lean

a. 12 months or 365 days

b. take from one place to another

c. a drawing, painting, portrait, or photograph

d. part of the body to which an arm is attached

e. to make or become afraid

f. have as a purpose

g. a sound or group of sounds that has meaning

h. more hot than cold

i. know again, identify

j. rest on

The Magic Porridge Pot

Match the words to the definitions. Write the letter from the right side to the correct definition on the left side.

1.___ field

2.___ pot

3.___ breakfast

4.___ path

5.___ full

6.___ porridge

7.___woods

8.___ downstairs

9.___ woman

10.___ mushroom

a. on to the lower floor

b. able to hold no more

c. way made by people walking

d. a kind of dish

e. land with few or no trees

f. the first meal of the day

g. an adult female person

h. a large number of growing trees

i. food made of oatmeal or other cereal boiled in water or milk until it thickens

j. a small fungus, shaped like an umbrella, that grows very fast

Appendix F
Post test

Name_____

Date_____

What Happened to Patrick's Dinosaur?

Matching.

1. _____ invented
2. _____ cold
3. _____ guess
4. _____ later
5. _____ leave
6. _____ often
7. _____ bored

a. many times

b. after the usual time

c. go away

d. not interested

e. less warm than usual

f. form an opinion of something without really knowing it

g. to make something that has never been made before

Name _____

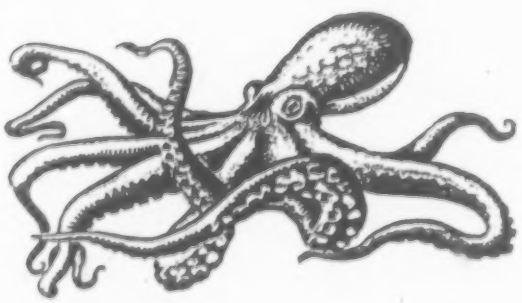
Date _____

Post test

An Octopus Is Amazing

Matching.

1. ____ beak	a. the ability to learn and think
2. ____ prey	b. ten minus two
3. ____ den	c. take in
4. ____ intelligence	d. animal hunted for food
5. ____ clever	e. and; two
6. ____ also	f. four plus three
7. ____ between	g. in the middle of
8. ____ draw	h. mouth part of an animal
9. ____ eight	i. place where an animal lives
10. ___ seven	j. smart



Jack and the Beanstalk

Matching

1. ___ widow	a. bad; not obedient
2. ___ twisty	b. shake because of fear, weakness, or cold
3. ___ beanstalk	c. turn with a winding motion
4. ___ rough	d. women whose husband is dead
5. ___ tremble	e. surprise greatly
6. ___ greedily	f. stem of a bean plant
7. ___ amazed	g. make a loud deep noise
8. ___ growled	h. climb with difficulty; scramble
9. ___ naughty	i. wanting to get more than one's share
10 ___ clambered	j. make a deep low angry sound
11. ___ bellowed	k. not smooth; not level; not even

Name _____

Date _____

Post test

Bringing the Rain to Kapiti Plain

Matching.

1. ____ wild	a. shade made by some person, animal or thing
2. ____ cloud	b. past tense of stand
3. ____ heavy	c. a large, long-legged bird with a long neck and bill
4. ____ plain	d. a flat stretch of land; prairie
5. ____ herdsmen	e. a grassy field or hillside
6. ____ pasture	f. not tamed
7. ____ migrate	g. water falling in drops from the clouds
8. ____ herd	h. move from one place to settle in from another
9. ____ change	i. come about; take place; occur
10. ___ stork	j. a group of animals of one kind moving together
11. ___ shadow	k. people who take care of a herd
12. ___ happen	l. of great weight
13. ___ rain	m. make or become different
14. ___ stood	n. mass of tiny drops of water or ice particles floating in the air high above the earth

Appendix F
Post test

Name _____ 86

Date _____

Two of Everything

Matching.

1. ____ poor
2. ____ humble
3. ____ quickly
4. ____ stumble
5. ____ double
6. ____ person
7. ____ excited
8. ____ ancient
9. ____ enough
10. ___ exactly
11. ___ peer
12. ___ pull
13. ___ identical
14. ___ twice

a. move by grasping it and pulling it towards oneself

b. look closely to see clearly

c. human being

d. having little or no money

e. rapidly; with haste

f. trip by striking the foot against something

g. two times

h. twice as much

i. as much as needed or wanted

j.accurately; precisely

k. stirred up; arroused

l. the same

m.of times long past

n. not proud; modest

Name _____ 87
Date _____

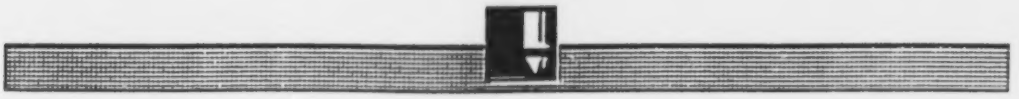
The Legend of the Indian Paintbrush

Matching.

1. ___ gift	a. on fire
2. ___ decorate	b. gather together
3. ___ satisfied	c. make beautiful
4. ___ tools	d. thing done; act; action
6. ___ ago	e. not alike
7. ___ different	f. gone by; past
8. ___ shall	g. the planet on which we live
9. ___ earth	h. present
10. ___ slowly	i. pleased or contented
11. ___ those	j. taking a long time
12. ___ deeds	k. used to point out several persons or things
13. ___ collect	l. an instrument used in doing work
14. ___ ablaze	m. used to express future time, command, obligation, and necessity

Vocabulary Pretest

"The Mad Puppet"



Instructor:

Name:_____

Class:_____
Hour:_____

Date:_____

Directions: Find the vocabulary word which matches each definition. Write the correct letter on the line provided.

1. _____ A person of thing that controls	a. puppet
2. _____ A company	b. functional
3. _____ Wiring through which electricity runs	c. static
4. _____ In working order	d. circuits
5. _____ Wheels with teeth that fit together	e. gears
6. _____ Electric charges that cause crackling sounds	f. controller
7. _____ A figure moved by strings or hands	g. firm

Appendix G

Vocabulary Pre-test

"Daniel Manus Pinkwater"

Instructor:

Name:_____ Class:_____
Hour:_____ Date:_____

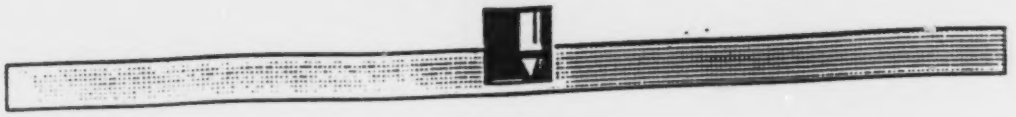
Directions: Find the vocabulary word which matches each definition. Write the correct letter on the line provided.

1. _____ not joking or foolish
2. _____ fearless: bold
3. _____ a suggestion about what to do
4. _____ having special knowledge and experience
5. _____ giving a good feeling
6. _____ a thing chosen

a. rewarding
b. advice
c. daring
d. serious
e. expert
f. selection

Appendix G

PRE-TEST "Laughing Gas"



Instructor:

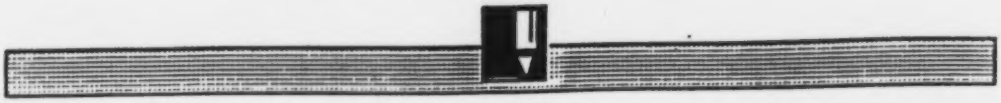
Name:_____
Class:_____
Period:_____
Date:_____

Match the letter of the definition to each space next to the word it defines.

1. _____apologize
2. ____awkward
3. ____contentedly
4. ____evidently
5. ____infectious
6. ____offended
7. ____trajedy
8. ____undignified

a. without dignity; improper
b. insulted
c. a sad happening
d. tending to spread to others
e. to say that one is sorry
f. easily seen or understood
g. happily
h. uncomfortable; difficult

PRE-TEST "Special Effects in the Movies"



Instructor:

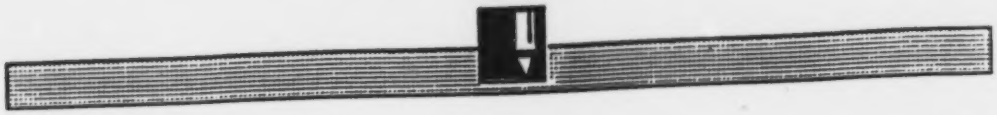
Name:_____
Class:_____
Period:_____
Date:_____

Match the letter of the definition to each space next to the word it defines.

1._____film
2. ____effects
3. ____developed
4. ____combination
5. ____rewound
6. ____invented
7. ____projects
8. ____projection

a. created
b. two or more things joined
c. coiled again
d. causes an image to be seen on a surface
e. impressions made on the mind
f. treating film with chemicals to make a picture appear
g. an image shown on a surface such as a screen
h. material used for taking photographs

PRE-TEST 'Tucker's Life Savings'



Instructor:

Name:_____
Class:_____
Period:_____
Date:_____

Match the letter of the definition to each space next to the word it defines.

1. _____emotion
2. ____entertained
3. ____evidence
4. ____newsstand
5. ____punishment
6. ____register
7. ____resolved

a. made up in one's mind

b. proof

c. a machine for counting and keeping records

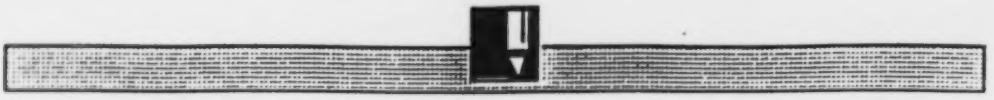
d. a strong feeling

e. amused

f. what is done to people to make them pay for wrongdoing

g. a stand where newspapers and magazines are sold

PRE-TEST "The Day Nothing Happened"



Instructor: [redacted]

Name:_____
Class:_____
Period:_____
Date:_____

Match the letter of the definition to each space next to the word it defines.

1._____perish	a. puzzles in the form of questions
2. ____prey	b. the act of watching or guarding
3. ____riddles	c. an animal hunted for food
4. ____scarce	d. giving trouble
5. ____starvation	e. rare; uncommon
6. ____troublesome	f. an animal related to the weasel
7. ____vigil	g. to die
8.____wolverine	h. suffering from lack of food

PRE-TEST "PETRANELLA"

Instructor:

Name:_____
Class:_____
Period:_____
Date:_____

Match the letter of the definition to each space next to the word it defines.

1. ____journey	a. a small village
2. ____nuisance	b. possessions
3. ____settlement	c. a piece of land given to a settler to farm
4. ____belongings	d. the country where one is born
5. ____homeland	e. a person or thing that causes trouble
6. ____homestead	f. a trip

Appendix G

PRE-TEST "The Parakeet Named Dreidel"

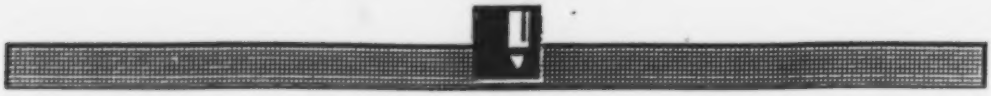
Instructor:

Name:_____
Class:_____
Period:_____
Date:_____

Match the letter of the definition to each space next to the word it defines.

1._____resolved	a. decided
2. ____native	b. born in a certain country
3. ____festival	c. an area that has particular weather conditions
4. ____original	d. calm; peaceful
5. ____parakeet	e. a small parrot
6. ____climate	f. a special celebration
7. ____composed	g. first

PRE-TEST "Two Big Bears"



Instructor:

Name:_____
Class:_____
Period:_____
Date:_____

Match the letter of the definition to each space next to the word it defines.

1._____afford	a. grabbed
2. ____bargain	b. shook slightly;trembled
3. ____chores	c. tasks; work
4. ____eagerly	d. to try to get the best price
5. ____quivered	e. shaking
6. ____snatched	f. the part of a tree left after the tree has been cut down
7. ____stump	g. to have enough money to pay for
8.____trembling	h. with enthusiasm

Pre-test "Arthur's Thanksgiving Emergency"

Match each definition to its correct meaning by putting the letter of the definition next to the word that defines it.

1.___bargain	a. a situation needing immediate attention
2. ___desperate	b. something gotten cheaply
3.___ emergency	c. fowl raised for food
4. ___ ordinary	d. not thankful
5. ___ poultry	e. money returned
6. ___ refunds	f. reckless because one has lost hope
7. ___ reserved	g. set aside for later use
8. ___ ungrateful	h. usual; regular

Pre-test "I'm in Charge of Celebrations'

Match each letter to the correct definition of the word.

1.___ lonely

2.___ celebrate

3.___ wandering

4.___ admiring

5.___ exactly

6.___ celebrations

a. to honor the memory of

b. in an exact way

c. roaming; traveling aimlessly

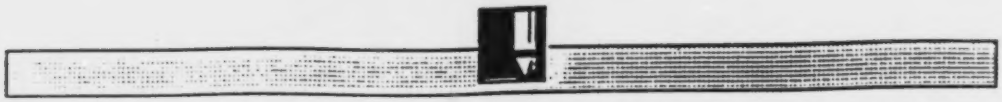
d. feeling unhappy

e. looking at with wonder

f. events that honor people

Appendix G

PRE-TEST "Green Fun Activities"



Instructor:

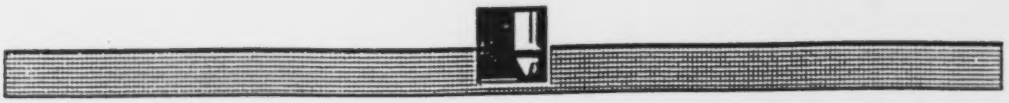
Name:_____
Class:_____
Period:_____
Date:_____

Match the letter of the definition to each space next to the word it defines.

1._____ amuse	a. a large vein in a leaf
2. ____ overlap	b. the ability to wait calmly without giving up
3. ____ rib	c. to make something new or original
4. ____ patience	d. to cover a part of something
5. ____ reflection	e. to entertain with humor
6. ____ create	f. an image; as in a mirror

Vocabulary Post-test

"The Mad Puppet"



Instructor

Name:_____ Class:_____
Hour:_____ Date:_____

Directions: Find the vocabulary word which matches each definition. Write the correct letter on the line provided.

1. _____ A person of thing that controls	a. firm
2. _____ A company	b. controller
3. _____ Wiring through which electricity runs	c. gears
4. _____ In working order	d. circuits
5. _____ Wheels with teeth that fit together	e. static
6. _____ Electric charges that cause crackling sounds	f. functional
7. _____ A figure moved by strings or hands	e. puppet

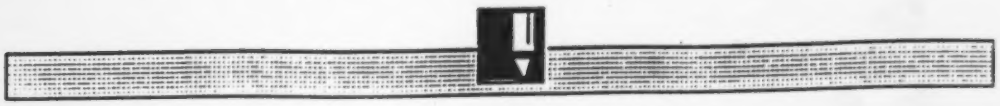
Write T if the sentence is true or F if the sentence is false.

1. _____ Toby was a puppet in the school concert.
2. _____ Alistair is Toby's younger brother.
3. _____ Alistair was jealous of Toby.
4. _____ Toby had a good imagination.
5. _____ Alistair was scared when Toby acted like a clown.

Use three of the following vocabulary words to make your own sentences that relate to the story. firm functional static circuits gears puppet controller

1. _____.
2. _____.
3. _____.

POST TEST 'Daniel Manus Pinkwater'



Instructor:

Name:_____
Class:_____
Period:_____
Date:_____

Put the letter of the correct definition next to the word it defines on the blank provided.

1. ___ serious	a. fearless; bold
2. ___ expert	b. a thing chosen
3. ___ advice	c. giving a good feeling
4. ___ selection	d. a suggestion on what to do
5. ___ daring	e. having special knowledge and experience
6. ___ rewarding	f. not joking or foolish

Put a T for true or a F for false.

1. ___ Daniel Pinkwater writes books for children.
2. ___ Daniel Pinkwater has two Icelandic horses.
3. ___ Daniel likes to get letters from his readers.
4. ___ Daniel goes to Wal-Mart to get ideas for his books.
5. ___ Daniel tells young writers to write about something they enjoy.

Use all six vocabulary words and write your own sentences that relate the word to the meaning it has in the story.

serious expert advice selection daring rewarding

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

HAVE A NICE WEEKEND !

POST-TEST "Laughing Gas"

Instructor:

Name:_____
Class:_____
Period:_____
Date:_____

Match the letter of the definition to each space next to the word it defines.

1._____infectious	a. without dignity; improper
2. ____tradegy	b. insulted
3. ____offended	c. a sad happening
4. ____evidently	d. tending to spread to others
5. ____apologize	e. to say that one is sorry
6. ____contentedly	f. easily seen or understood
7. ____awkward	g. happily
8. ____undignified	h. uncomfortable; difficult

Write a T if the statement is true or a F if the statement is false.

1.___ Mr. Wigg and Mary Poppins were related to each other.

2.___ Mr. Wigg floated in the air when his birthday was on a Thursday.

3.___ Mary Poppins was the first one to float up in the air.

4.___ Mary Poppins was watching three children that day.

5.___ Mrs. Persimmon was a very serious person.

Multiple choice, page 1

Use the following eight vocabulary words to make your own sentences that relate to the story.

apologize awkward contentedly evidently infectious offended tradegy undignified

1. _____.

2. _____.

3. _____.

4. _____.

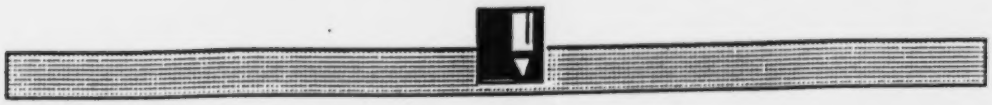
5. _____.

6. _____.

7. _____.

8. _____.

POST-TEST "Special Effects in the Movies"



Instructor:

Name:_____
Class:_____
Period:_____
Date:_____

Match the letter of the definition to each space next to the word it defines.

1._____invented	a. created
2. ____projects	b. two or more things joined
3. _____projection	c. coiled again
4. _____film	d. causes an image to be seen on a surface
5. _____effects	e. impressions made on the mind
6. _____developed	f. treating film with chemicals to make a picture appear
7. _____combination	g. an image shown on a surface such as a screen
8. _____rewound	h. material used for taking photographs

Write T if the sentence is true or F if the sentence is false.

1. ___ Special effects was invented by accident.
2. ___ One technique used to make special effects is using a green screen.
3. ___ The projection technique was used in the movie "Mary Poppins."
4. ___ The optical printer is not used to make special effects.
5. ___ Special effects in the movies make the movie seem more realistic and fun.

Use the following vocabulary words in a sentence that relates to the story.

film effects developed combination invented projection projects rewound

1. _____.

2. _____.

3. _____.

4. _____.

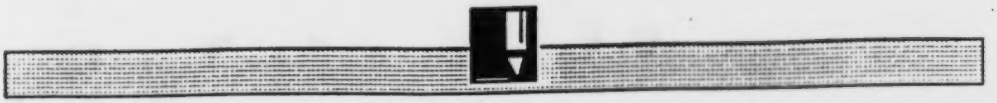
5. _____.

6. _____.

7. _____.

8. _____.

POST-TEST "Tucker's Life Savings"



Instructor:

Name:_____
Class:_____
Period:_____
Date:_____

Match the letter of the definition to each space next to the word it defines.

1._____punishment
2. ____register
3. ____evidence
4. ____newsstand
5. ____emotion
6. ____entertained
7. ____resolved

a. made up in one's mind
b. proof
c. a machine for counting and keeping records
d. a strong feeling
e. amused
f. what is done to people to make them pay for wrongdoing
g. a stand where newspapers and magazines are sold

Answer the following statements by putting a T if the statement is true or F if the statement is false.

1. ___ Chester had eaten part of a five dollar bill when he was having a dream.
2. ___ Mario was the cat that was Tucker's friend.
3. ___ Harry told Tucker to give up his life savings to help Chester.
4. ___ Tucker had all his life savings in change and no bills.
5. ___ Mario didn't have to pay the money back to Mama Belini.

Use the following vocabulary words each in a sentence that relates to the story.

emotion entertained evidence newsstand punishment register resolved

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

7. _____.

Post-test "The Day Nothing Happened"

Match the letter of the definition to each space next to the word it defines.

1.___ vigil	a. puzzles in the form of questions
2.___ scarce	b. the act of watching or guarding
3.___ starvation	c. an animal hunted for food
4.___ prey	d. giving trouble
5.___ perish	e. rare; uncommon
6.___ troublesome	f. an animal related to the weasel
7.___ wolverine	g. to die
8.___ riddles	h. suffering from lack of food

Answer the following statements true or false.

1.___ Nanuk and Nadeen were brother and sister and lived in the artic.

2.___ There are no animals that live in the artic because its too cold.

3.___ Nanuk and Nadeen thought that nothing happened on their walk.

4.___ There was a fierce fight between an artic fox and a badger.

5.___ The artic fox could have won the fight if his paw wasn't hurt.

Use a vocabulary word to make your own sentence that relates to the story.

vigil scarce starvation prey perish troublesome wolverine riddles

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

7. _____.

8. _____.

Post-test "Petranella"

Name_____

Match the letter of the definition to each space next to the word it defines.

1.___ journey	a. a small village
2.___ nuisance	b. possesions
3.___ settlement	c. a piece of land given to a settler
4.___ belongings	d. the country where is born
5.___ homeland	e. a person or thing that causes trouble
6.___ homestead	f. a trip

Write T if the sentence is true of F if the sentence is false.

1.___ Petranella lived with her mother and grandmother.

2.___ The grandmother in the story did not go on the journey with the family.

3.___ Petranella dropped some seeds on their trip.

4.___ The man they met on their trip was a mean and angry man.

5.___ When Petranella went back where she dropped the seeds there were flowers now.

b.

Use the following vocabulary words in a sentence that relates to the story.

homestead homeland journey settlement nuisance belongings

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

7. _____.

8. _____.

REACH YOUR GOALS !

Post-test "The Parakeet named Dreidel"

Name_____

Match the letter of the definition to each space next to the word it defines.

1.___ resolved	a. decided
2.___ native	b. born in a certain country
3.___ festival	c. an area that has particular weather
4.___ original	d. calm; peaceful
5.___ parakeet	e. a small parrot
6.___ climate	f. a special celebration
7.___ composed	g. first

Tell whether each statement is true or false.

1.___ A parakeet flew in the door at the beginning of the story.

2.___ A dreidel is a kind of food in the Jewish religion.

3.___ They found the original owner of the parakeet.

4.___ The couple at the end of the story got married.

5.___ A menorah is a group of eight candles.

Use the following vocabulary words to make a sentence that relates to the story.

resolved native festival original parakeet climate composed

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

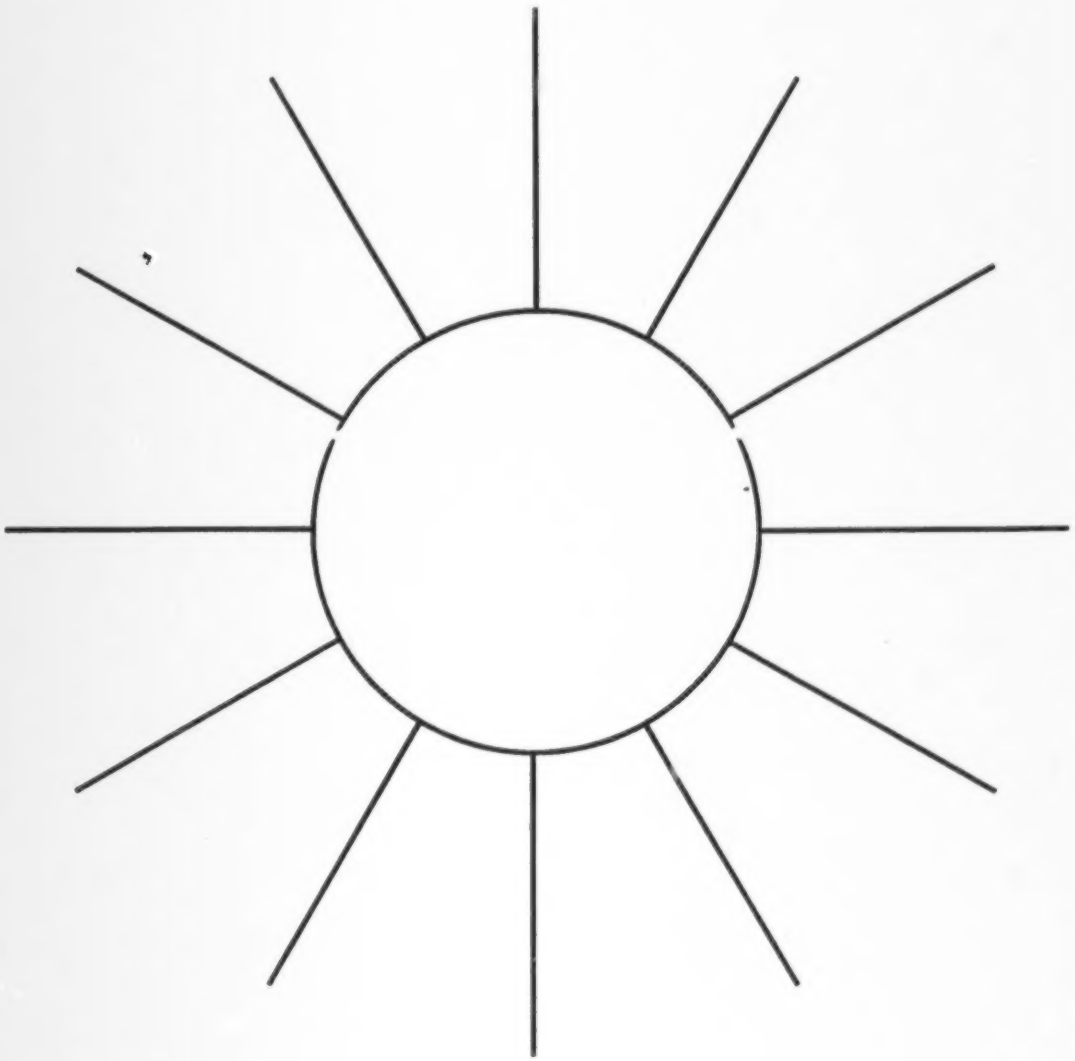
7. _____.

HAPPY HALLOWEEN!

Appendix H

NAME _____ CLASS _____

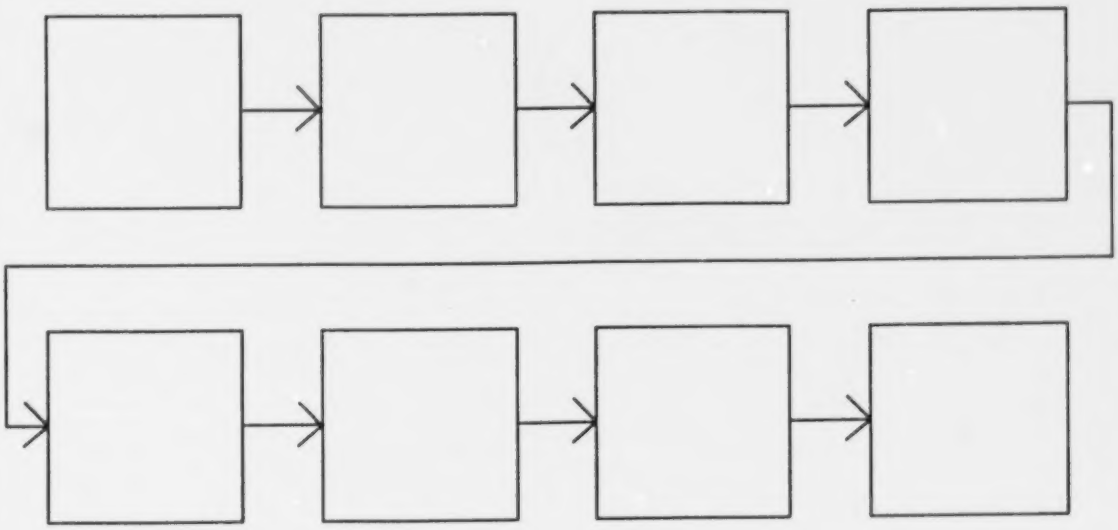
THE WEB



NAME _____ CLASS _____

THE SEQUENCE CHART

Problem:



THE INFORMATION CHART

Topic:

Who	What	When	Where	Why

THE QUESTION MATRIX

QUESTIONS	OBJECT I	OBJECT II

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PMI CHART (PLUS/MINUS/INTERESTING QUESTIONS)

P (+)	
M (-)	
I (?)	

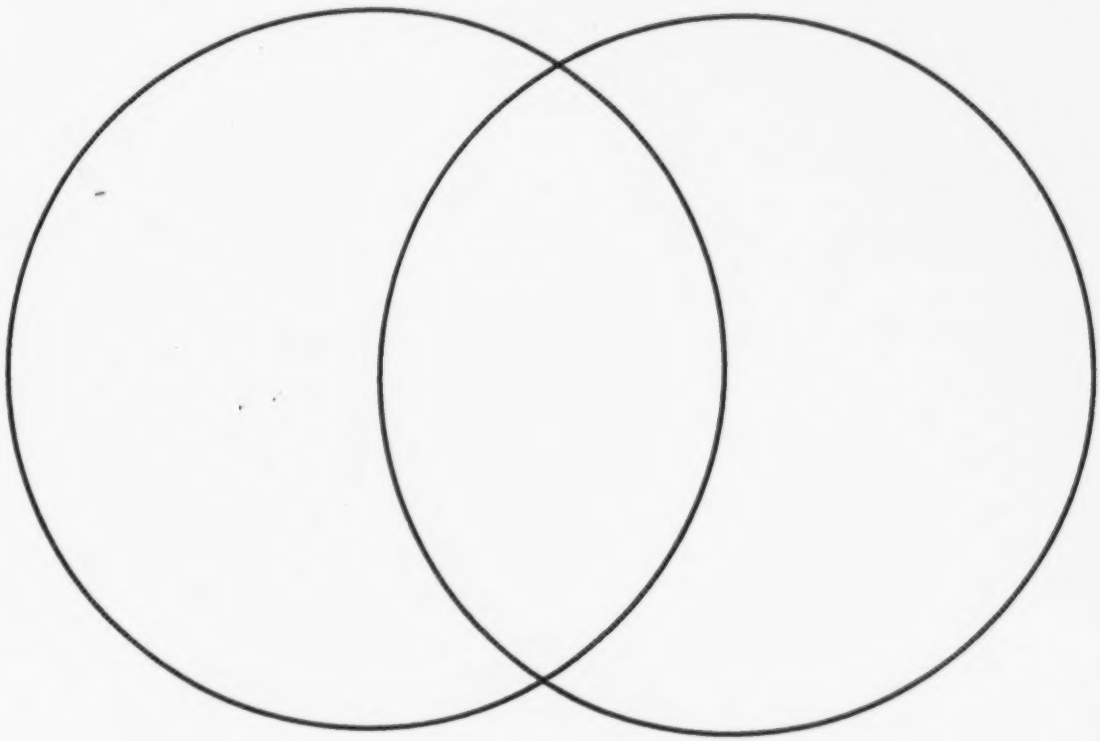
FAT AND SKINNY QUESTIONS

Topic _____

FAT?	SKINNY?

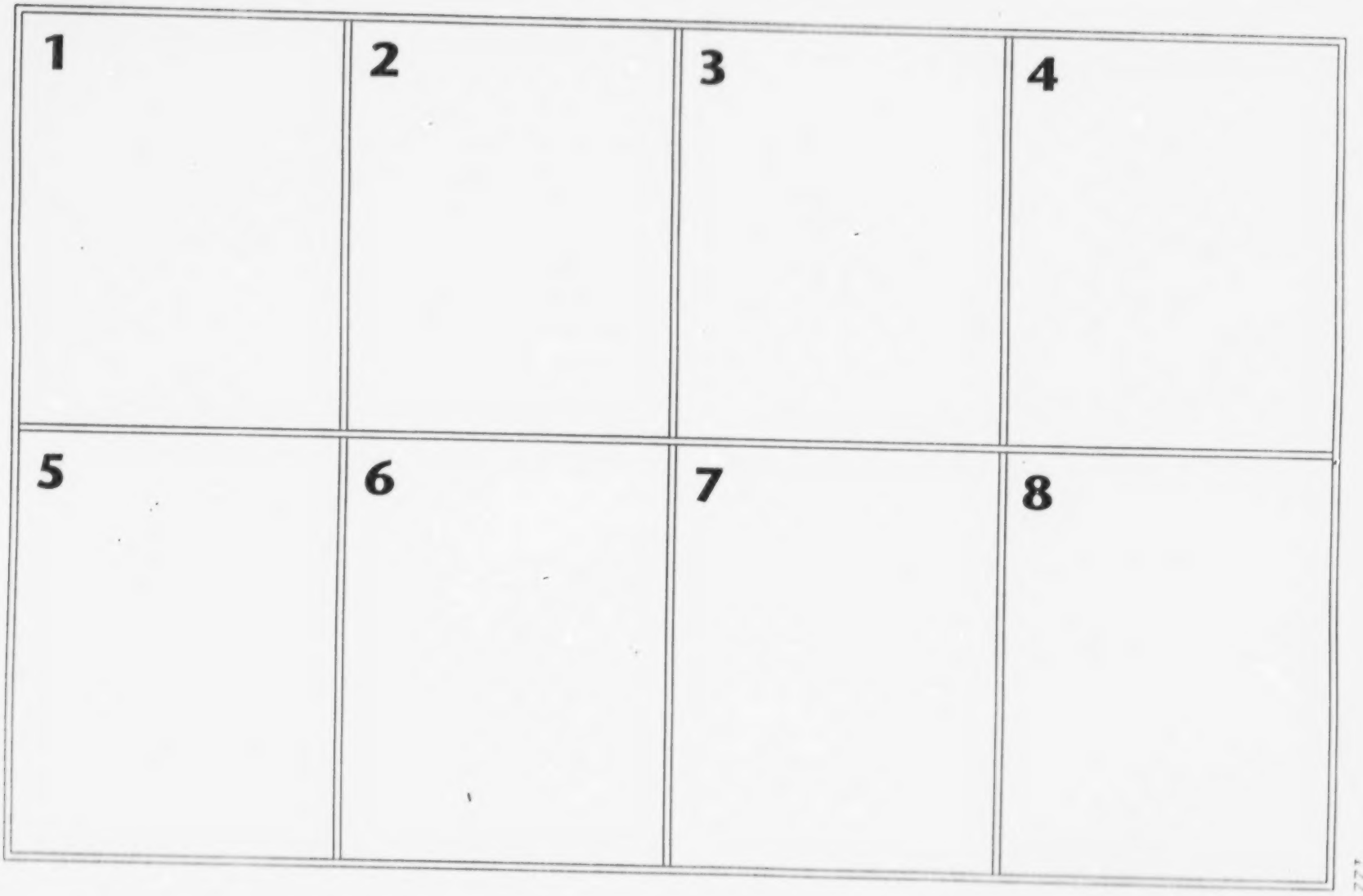
NAME _____ CLASS _____

VENN DIAGRAM



THE FRAME

Name(s):



Appendix P

To hook the students interest of the vocabulary words, the following fun and creative games were played:

1. Go-fish: The vocabulary words and definitions were written on cards. These cards were distributed equally to the players and the remaining cards were placed in a pile. A player asks another player if he/she has the definition/word to match the card in his/her hand. The player with the most matching pairs wins.

2. Concentration Game: The vocabulary words and definitions were written on cards. The cards are all lined up face down on the table. A player turns over two cards and orally reads each card. If they match, the player keeps the cards and picks again. When all the cards have been chosen, the player with the most pairs wins.

3. Taboo: The players are divided into two teams. One player from a team is given a vocabulary word. He/she is allowed fifteen seconds to describe the word verbally or with gestures. If his/her teammates guess the word, that team gets a point; however, if his/her teammates do not guess the word, the other team can guess and receive the point. After all the words are described the team with the most points wins.

4. Roll and define: The vocabulary words and definitions are written on cards. A game board is chosen. Each player chooses a different colored marker. Then, a player chooses a card. If its the word, he/she must read the word

correctly. If, its the definition, he/she must state the correct word. If a correct response is given, the player can roll the dice and move his/her marker that many spaces. If an incorrect answer is given, the turn is missed. The first player to the finish wins.

5. Baseball: The vocabulary words and definitions are written on cards. Divide the players into two teams. Each team chooses a colored marker. A playing field is drawn on the chalkboard, overhead, paper, etc.. One team is up to bat, while the other team is in the outfield. A player from the team up to bat, picks a card from the pile. If its a word, the team decides on the definition. The outfielders must decide if the answer is correct or incorrect. If the player read the word correctly, he/she got one base. If, the player read the word correctly and stated the definition correctly, he/she the team gets two bases. Three mistakes/strikes and the team is out. Then the teams switch places. The teacher keeps score on the board.

6. Puzzle: The teacher cuts construction paper into rectangles that are then cut into two pieces. Then the students write the word on one half and the definition on the other half. The student mixes all the pieces up and tries to put them back together.